DOCUMENT RESUME

ED 127 446 CE 007 613

| | |
|---|---|
| AUTHOR | McCormack, Edward J.; And Others |
| TITLE | A Handbook for the Preparation of Educational Personnel in Career Education. Final Project Report. |
| SPONS AGENCY | Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.; Northern Illinois Univ., De Kalb. |
| PUB DATE | 30 Jun 76 |
| CONTRACT | PCB-A6-015 |
| NOTE | 234p. |
| EDRS PRICE | MF-$0.83 HC-$12.71 Plus Postage. |
| DESCRIPTORS | *Administrative Personnel; *Career Education; *Higher Education; Inservice Programs; Instructional Systems; Models; *Preservice Education; Professional Personnel; Professional Training; Program Design; Resource Guides; Teacher Educators; Teachers; Vocational Development |

ABSTRACT

The handbook contains a set of related elements designed to assist persons concerned with preparing educational personnel in career education, identifies and discusses some basic elements needed to create a preservice career education program on a university campus to complement inservice training. Chapter 1 presents the handbook rationale. Chapter 2 discusses career education as the effort of bringing about a high integration of self (the individual) and the system (work setting), to the satisfaction of both. Chapter 3 presents a career development process model from which is derived a career development program model and an interpersonal career facilitation model. Chapter 4 offers suggestions for the management of university level career education programs. Chapter 5 contains an organized selection of appropriate preservice career education goals and objectives and some references to guides to assess career education material. Chapter 6 presents formative course evaluations at Northern Illinois University, including a course outline and sample lesson unit for six courses. The handbook uses supporting tables and illustrations, and includes references and a bibliography. (Author/TA)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

ED127446

# A HANDBOOK FOR THE PREPARATION OF EDUCATIONAL PERSONNEL IN CAREER EDUCATION

Final Project Report
PCB-A6-015

Edward J. McCormack
Linda J. Pool
David V. Tiedeman

sponsored cooperatively by

Illinois Office of Education
Department of Adult, Vocational and Technical Education
100 North First Street
Springfield, Illinois

and

Northern Illinois University

June 30, 1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The research reported herein was performed pursuant to a contract with the State of Illinois, Illinois Office of Education, Department of Adult, Vocational and Technical Education. Contractors undertaking projects under such sponsorship are encouraged to freely exercise their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Illinois Office of Education position or policy.

CE007613



CE 007 613

CONTENTS

TABLES AND ILLUSTRATIONS . . . . . v

PREFACE . . . . . vi

Chapter
1. RATIONALE FOR THIS HANDBOOK . . . . . 1

2. WHY CAREER EDUCATION . . . . . 6

Introduction . . . . . 6

Career Development Needs in our Society . . . . . 6

The Career Development Scene in America . . . . . 16

Career Education: A Partial Solution . . . . . 22

Chapter Summary . . . . . 31

3. A MODEL FOR THE PREPARATION OF EDUCATIONAL PERSONNEL IN CAREER EDUCATION . . . . . 33

Definition of "Career" . . . . . 33

Model of Career Development . . . . . 33

An Interpersonal Career Facilitation Model . . . . . 37

Some Assumptions of the Interpersonal Career Facilitation Model . . . . . 41

A Basic Career Development Program Model . . . . . 45

Chapter Summary . . . . . 46

Chapter

4. SOME MANAGEMENT ELEMENTS OF A MODEL FOR THE PREPARATION OF EDUCATIONAL PERSONNEL IN CAREER EDUCATION . . . . . 61

The Interdepartmental Operating Committee . . . . . 61

The Interdepartmental Operating Center for Career Education . . . . . 68

Curriculum Components . . . . . 73

Chapter Summary . . . . . 88

5. RESOURCES FOR AN INSTRUCTIONAL SYSTEM . . . . . 90

Introduction . . . . . 90

Goals and Objectives . . . . . 91

Process . . . . . 92

Theory and Knowledge . . . . . 99

Assessment . . . . . 110

Awareness . . . . . 112

Decision-Making . . . . . 117

Placement . . . . . 124

Resources . . . . . 131

Organization . . . . . 136

Evaluation . . . . . 145

Guides to Instructional Resources . . . . . 151

Chapter Summary . . . . . 152

6. FORMATIVE COURSE EVALUATIONS NORTHERN ILLINOIS UNIVERSITY . . . . . 153

Foundations of Career Education . . . . . 154

Career Development Theory . . . . . 164

Seminar on Research in Careers . . . . . 175

Teaching for Career Development in the Elementary School . . . . . 183

Career Education Techniques . . . . . 194

Organization and Administration of Career Education . . . . . 203

Chapter Summary . . . . . 213

BIBLIOGRAPHY . . . . . 214

TABLES AND ILLUSTRATIONS


Table

1.1 Rated Priorities of Specific Actions that Might Be Undertaken by the Federal Government . . . . . 2

Figure

2.1 A Self-System Interpretation of Holland's Theory of Vocational Choice. . . . . 12

2.2 A K-Adult Career Education Program Model . . . . 32

3.1 A Basic Career Development Process Model . . . . 35

3.2 An Interpersonal Career Facilitation Model . . . . . 38

3.3 Career Education ILLINOIS MODEL . . . . . 46

3.4 A Basic Career Development Program Model . . . . 49

3.5 University Career Development Program Levels: Three Sequential Terminal Degrees. . . . . 53

3.6 University Career Development Program Levels: Three Sequential Terminal Degrees, One Effective Terminal Degree . . . . . 55

3.7 Self-System Interaction in a Career Development Program . . . . . 60

4.1 A Career Education Program Model. . . . . 62

4.2 Sequence of Recommended Courses for Preservice Preparation in Career Education. . . . . 75

4.3 Location of Research Course in Traditional Course Sequence. . . . . 82

## PREFACE

We are pleased to present this Handbook for the Preparation of Educational Personnel in Career Education. The handbook contains a set of related elements designed to assist persons in higher education who are concerned with preparing educational personnel in career education.

There is a societal and state mandate for the incorporation of career education in each of today's educational institutions, including those in higher education. It is also true that the derivation and presentation of instruction in higher education is the cherished prerogative of each professor. Accordingly, we have conceived a handbook to assist professors to meet the career development needs of our society, which at the same time respects their professional judgement in particular university settings.

The content of this handbook is based partly on our experience at Northern Illinois University, and partly on prior experience in career education.

The authors assume full responsibility for the organization and presentation of this handbook, and for the positions taken herein on various matters, but of course the work is not solely our creation. The work proceeded in collaboration with many of our colleagues at Northern Illinois University.

What finally emerged as the basic career development

model was greatly assisted in process by creative dialogue with members of the Counselor Education Division at Northern Illinois University. This faculty is currently experimenting with procedures for implementing the model. Members of this faculty are: Ronald Anderson, John Axelson, Betty Bosdell, George Holden, Harry Husa, Bruce Kremer, Edward J. McCormack, Keith McDonald, Anna Miller-Tiedeman, Robert J. Nejedlo, Cornelius Patterson, Wesley Schmidt, and David V. Tiedeman. Graduate students in Counselor Education who assisted materially were Jim Jorgensen, Linda Pool, and Linda Price.

The courses developed and taught during this one-year project involved the following members of the Colleges of Business, Education, Liberal Arts and Sciences, and Professional Studies at Northern Illinois University: Richard C. Erickson, Michael A. MacDowell, Edward J. McCormack, Anna Miller-Tiedeman, Robert J. Nejedlo, David V. Tiedeman, Walter J. Wernick and Ruth Woolschlager.

The overall preservice career education program at Northern Illinois University, which so materially affected the administrative recommendations in this handbook, was developed in collaboration with the following members of the Colleges of Business, Education, Liberal Arts and Sciences, and Professional Studies at Northern Illinois University: Bruno J. D'Alonzo, Richard C. Erickson, Keith Getschman, E. Edward Harris, James E. Heald, Betty J. Johnston, Michael A. MacDowell, Edward J.

McCormack, Robert J. Nejedlo, Cornelius Patterson, Edwin L. Simpson, William D. Stark, Howard Swan, David Terry, David V. Tiedeman, James C. Warner, Walter J. Wernick, Jerome C. Winn and Ruth Woolschlager.

We express our appreciation to Mr. William E. Reynolds, Mr. Richard Hofstrand, and Ms. Peggy Pool, of the Illinois Office of Education, for administrative assistance, confidence, and genuine academic freedom concerning our work.

Our thanks to members of the Illinois University Occupational Education Coordinators Council, and particularly to Northern Illinois University's own representative, Dr. Richard Erickson, for consultation services.

We make particular mention of the management-by-objectives handbook M/BE/OH!, published by the State Department of Vocational and Technical Education, Stillwater, Oklahoma, and the handbook, Supervision in Teaching, published by the Teacher Development Program of the Church of Jesus Christ of Latter-Day Saints, as valuable resources in the conceptualization of this work.

Our gratitude to Ms. Jan Shapiro, who served as secretary throughout the project.

DeKalb, Illinois
June 30, 1976

Edward J. McCormack
Linda J. Pool
David V. Tiedeman

CHAPTER 1

# RATIONALE FOR THIS HANDBOOK

This handbook addresses the question of how to prepare educational personnel to accomplish career development in the schools. For the past few years, great effort has been put forth by school districts in the fifty states to conduct inservice training in career education. This has advanced career development in the public schools. However, the fact that most school districts have new personnel every year has naturally led to the desire for preservice training to complement inservice training. A recent national survey conducted by the American Institutes for Research clearly identified a desire for preservice preparation of educational personnel in career education.[1] States were asked to rate priorities of specific actions that might be undertaken by the federal government in support of career education. Table 1.1 summarizes the responses received.

The highest priority was given to support for the development of preservice teacher training programs. The next highest priority was to provide a unifying leadership for career education activities throughout all states. The need to support the inser-

---

[1]American Institutes for Research, "Career Education in the Public Schools, 1975: A National Survey." Palo Alto, 1976. (Mimeographed).

| | High | | Med | | Low | | Should not | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | N |
| Support development of career education curriculum materials | 20 | 54 | 11 | 30 | 4 | 11 | 2 | 5 | 37 |
| Support research into job market predictors and trends | 15 | 39 | 18 | 47 | 3 | 8 | 2 | 5 | 38 |
| Support development of local school district staff | 26 | 68 | 8 | 21 | 2 | 5 | 2 | 5 | 38 |
| Support development of preservice teacher training programs | 31 | 82 | 5 | 13 | 1 | 3 | 1 | 3 | 38 |
| Provide incentives for participation by private sector | 15 | 41 | 17 | 46 | 4 | 11 | 1 | 3 | 37 |
| Provide avenues for increased communication of innovative techniques for career education | 20 | 53 | 14 | 37 | 4 | 11 | 0 | 0 | 38 |
| Provide a unifying leadership for career education activities throughout all states | 30 | 79 | 4 | 11 | 3 | 8 | 1 | 3 | 38 |

Table 1.1

Rated Priorities of Specific Actions That Might Be Undertaken by the Federal Government

vice development of local school district staff was the third highest priority reported.

This handbook identifies and discusses some basic elements needed to create a preservice career education program on a university campus. In the aggregate, the elements mentioned constitute a sufficient number of things to permit a campus to get involved productively in career education training. Some may suggest one or more inclusions or exclusions, and that is good. We undoubtedly do need their advocacy or denial to improve our view of things, and we wish we had the benefit of it as of this writing.

This handbook is intended for university level practitioners in preservice career education. We hope that our approach will make an adequate basic statement, help university personnel implement preservice career education with relative ease in a fast-moving daily life, and leave professional personnel free to develop and enrich local curricula as their resources, interests, and opportunities permit.

In writing this handbook, we have tried to be brief, simple, direct, and clear.

We wish to be brief because we know that university personnel are extremely busy people. They are also good readers and do not require or desire elaborations beyond what is needed

to get the job done. We wish to cooperate with this reality by offering concise statements of our basic understandings and suggested procedures.

We wish to be simple because simplification of complexity effectively guides practice, when such simplicity remains true to the complexity it embodies.

We wish to speak directly to the core of what is wanted to do preservice career education and to be free of lengthy persuasions, obvious qualifications, and side issues.

We wish also to be clear so that our basic concepts and specific suggestions will be immediately obvious.

If we can be brief, simple, direct, and clear, and also make a useful statement on conditions necessary to do preservice career education on university campuses similar to ours, we shall be pleased with this first edition.

In addition to the above criteria concerning this handbook, the following comments concerning the transportability of our work are appropriate. We think all recognize, with us, that diversity in offerings, organization, and personnel will make creative work a necessity on each campus where this handbook might be read. No finished instructional pattern is transportable from any one of our associated universities to any other one for use intact. Therefore, we are not

attempting to send "the" instructional system to our associated campuses. Our effort is to help capacitate those creative individuals who may undertake the development of preservice preparation in career education on their respective campuses. Accordingly our stance is not to send a completed instructional system, but to specify and discuss elements of such a system which contributors here at Northern Illinois University believe are necessary for developing and implementing a preservice preparation program in career education.

Though we include a Resources section, it is not our purpose to redo the many fine pieces of work done and being done in many states and universities in and out of Illinois on objectives and materials in career education. Our central purpose rather, is to create a working handbook to guide the organization of existing resources, including instructional objectives and materials, into a preservice preparation program in career education.

We hope that people on other campuses will find our handbook useful as a reference in their own work of finding, creating, and arranging elements locally for the purpose of creating a preservice preparation program in career education.

# CHAPTER 2

# WHY CAREER EDUCATION?

## Introduction

Career education is a solution, not a need. As a solution, career education addresses the career development needs in our society.

What, exactly, are the career development needs in our society which career education addresses? We present these needs in two ways. First, we identify the basic career development needs of any society by abstracting a few basic principles from the writings of four persons involved in a contemporary dialogue on career development: Donald Super, John Holland, David Tiedeman, and Robert O'Hara. Second we include some informed opinion concerning the career development "scene" in America.

We conclude with a discussion on how career education acts to meet the career development needs in our society.

## Career Development Needs in Our Society

Donald E. Super

Donald Super, a professor in Counseling and Guidance at Teacher's College, Columbia University, formulated ten propositions to organize his thinking about career development. The propositions are reproduced here for ease of reference.

### Super's Ten Propositions on Vocational Development

1. People differ in their abilities, interests and personalities.

2. They are qualified, by virtue of these characteristics, each for a number of occupations.

3. Each of these occupations requires a characteristic pattern of abilities, interests, and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.

4. Vocational preferences and competencies, the situations in which people live and work and hence their self-concepts, change with time and experience (although self-concepts are generally fairly stable from late adolescence until late maturity), making choice and adjustment a continuous process.

5. This process may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into the fantasy, tentative, and realistic phases of the establishment stage.

6. The nature of the career pattern (that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's parental socio-economic level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.

7. Development through the life stages can be guided, partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self-concept.

8. The process of vocational development is essentially that of developing and implementing a self-concept. It is a compromise process in which the self-concept is a product of the interaction of inherited aptitudes, neural and endocrine make-up, opportunity to play various roles, and evaluations of the extent to which the results of role playing meet with the approval of superiors and fellows.

9. The process of a compromise between individual and social factors, between self-concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities such as school classes, clubs, part-time work, and entry jobs.

10. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate.[1]

---

[1]Donald E. Super, "A Theory of Vocational Development," American Psychologist 8 (1953): pp. 189-190.

Propositions one, two, and three, for the most part, affirm the necessity of taking the psychology of individual differences into account when thinking about career development.

The psychology of self-concepts is introduced in proposition four and related to developmental psychology in proposition five.

Proposition six draws attention to factors with which the psychological self interacts. Commonly, we organize these factors under "heredity and environment." Under heredity, we include things such as aptitudes, neural and endocrine makeup, and mental ability. For our purposes in this disucssion, we shall include these inherited, biological factors within the concept of self, along with psychological factors, and continue on to the environment. Under environment, factors such as parental socio-economic level, the opportunities to play various roles to which the person is exposed, flux in the socio-economic system, approval of supervisors and peers, and characteristics of occupations are mentioned. The environmental factors listed here are often collectively referred to as "the socio-economic system." Therefore, we may abstract two broad considerations from these first six propositions--self and system.

All of the other considerations in the ten propositions pertain to the integration of self and system, for the mutual

satisfaction of both self and the system. Reference is made in propositions four, six, seven, and eight to the fact that the system plays a variety of roles in shaping career. Reference is made in propositions four, five, and ten, in particular, to the fact that choice is operating in the self in shaping one's career. Finally, propositions eight, nine, and ten are especially explicit about the "compromise" between the self and the system that is and becomes a career. That is, the self meets the system in a position held by the self. And, the position to be held by the self, and the role(s) to be played by the self in the position held, are both matters of "compromise" between the self and the system or the self and society.

So the main considerations in career development are self, system, and compromise in a position/role. For complete information on Super's work, we refer the reader to the Super reference in the attached bibliography.

John L. Holland

Another popular line of thought in career development concerns the possibility of there being types of people and types of work environments. Happiness, here, is the reasonably good fit of a person with a certain personality type to a congruent work environment. John Holland, for example, postulates six personality types among people, and six corresponding types of work environments.

The types of personalities and corresponding work environments postulated by Holland are as follows: realistic, investigative, social, conventional, enterprising and artistic.[2]

The point of commonality within types is that people of the same type are thought to prefer similar types of work activities by which to meet the career needs common to all of us: income, recognition, personal growth, service, etc. If this be so then it follows that people of similar type will come together to create, and work in, environments where their preferred activities can be engaged in, and where people of similar type can associate together. This process, it is postulated, creates work environment types corresponding to the six personality types.

The drama in the line of thought, once again, is in its implications for the problem of integrating the self and system, to the satisfaction of both the self and the system. For example, one way to use John Holland's line of thought to look at self-system integration is shown in figure 2.1. The points we wish to emphasize in conceiving figure 2.1 are:

1. The self meets the system in a role setting.

2. The work setting itself, and the role(s) carried out by the self in that setting, are creations of both the self and the system.

3. The career setting and the role(s) played by the self

---

[2]John L. Holland, The Psychology of Vocational Choice: A Theory of Personality Types and Environmental Models (New York: Ginn, 1966), passim.

| Personal Needs | Personal Coping Preferences | Personal Role / Social Setting | Social Coping Preferences | Social Needs |
|---|---|---|---|---|
| Income<br>Personal Growth<br>Security<br>Sense of Worth<br>Service<br>Belonging | Realistic | Mechanic / Repair shop | Motor Vehicle | Product Shipment<br>Vacations<br>Choice of Homesite<br>Access to Markets and Workplaces<br>Recreation<br>Emergency Services |
| | Enterprising | Salesperson / Salesroom | Motor Vehicle | |
| | Investigative | Engineer / Research Division | Motor Vehicle | |
| | Social | Company Rep. / Customer Complaints | Motor Vehicle | |
| | Conventional | Clerk / Parts House | Motor Vehicle | |
| | Artistic | Model Builder / Design Department | Motor Vehicle | |

Figure 2.1

A Self-System Interpretation of Holland's Theory of Vocational Choice

in that setting are the result of compromises between the needs of the self and the needs of the system to the extent that the role expectations of the self and system are not exactly congruent.

The broad assumptions again are that there are six types of personality based on types of coping styles, and that there are six types of career environments created by people of these six personality types. A high integration of self and system, to the satisfaction of both, occurs when congruent matching of personality and environment is achieved.

In practice the six types are used as "ideal types," not assertions that reality fits the types precisely. Also, allowance is made for a given person displaying more than one of the dominant types of coping patterns in career. However, our purpose here is not to explicate the theory elaborately, but simply to show that it is concerned with self and system, and self-system integration. For further information on the theory we refer the reader to the Holland references in the attached bibliography.

David V. Tiedeman and Robert P. O'Hara

A third line of thought about career development, developed by Tiedeman and O'Hara, draws on systems thinking and social-psychological concepts concerning ego-identity formation.[3]

---

[3]David V. Tiedeman and Robert P. O'Hara, Career Development: Choice and Adjustment (Princeton: College Entrance Examination Board, 1963), passim.

Ego identities are thought to evolve from psycho-social (or self-system) interactions. Career development, or the formation of one's career identity, occurs in those psycho-social interactions that are experienced in one's vocational life.

Two complementary psycho-social processes are thought to contribute heavily to ego-identity formation--differentiation and integration. These concepts are related to systems thinking and can be briefly conceptualized as follows.

1. A system may be conceived of as two or more parts constituting a whole, by virtue of some functional relationship between those parts.

2. The parts of a system may be in a state of dynamic equilibrium one with another. This may be referred to as an "integrated" state.

3. Should the parts of the system lose their state of dynamic equilibrium and enter into a more "fluid" state; i. e., when, for the present, the parts are no longer standing in functional relationships one to another, the system may be referred to as "differentiated."

4. If persons are seen as parts of a social system with their functional relationships one to another defined by positions and roles, then it can be said that as career roles change people are simultaneously differentiating and integrating, depending on which system involved you have reference to. For example, the typical public school student is differentiated from the high

school social system at the end of the twelfth public school year and is integrated into some other social system. The drop-out may be viewed as prematurely differentiated from high school and possibly as not well integrated with a post high school system as a result. As such differentiations and integrations occur, the career-related ego-identity is formed, which is the essence of career development for Tiedeman and O'Hara. Once again we see that the universe of discourse revolves around the timeless question of self-system integration. How can the self and system be integrated to the satisfaction of both?

The complete line of thought details the decision-making processes that are thought to accompany social differentiation and integration, but that line is beyond the purpose of this discussion. For these elaborations we refer the reader to the Tiedeman and O'Hara references in the attached bibliography.

The brief synopses of only three lines of thinking about career development are included here to introduce "the need for career education" at its most fundamental level.

Having abstracted the elements of self, system, and integration of the two from the career development thinking of Super, Holland, Tiedeman and O'Hara and their associates, we see that they are engaged in a dialogue revolving around one basic question. How can we integrate self and system to the satisfaction of both?

Precisely speaking then, we do not "need" career education.

What we need, like all societies, is a harmonious and fertile integration of self and system. Career education is part of this society's attempt to meet its need for self-system integration.

## The Career Development Scene in America

Having identified the basic career development problem all societies have in common, it remains to ask, "How is this country doing in self-system integration? Is our need for such integration being adequately met, or not?" We attempt a concise answer to these assessment questions by including some recent commentary by informed observers.

Robert L. Darcy and Phillip E. Powell

> Technological advance and automation provide a dramatic illustration of what is happening to jobs in a changing economy. It is estimated that every year some 2 million jobs are affected by technological change. During the 1970's, more than 20 million jobs will be either altered or eliminated by technology.[4]
>
> The fact is that not even a panel of vocational education experts set up by the President of the United States a few years ago could determine what skill training people should have so they could be usefully employed 10 years hence. The nation has reached a point in its economic life where it is not possible to tell whether a given form of training will be adequate for a man or a woman as much as 10 years in the future.[5]
>
> Young people entering the manpower market in the 1970's can expect to have 6 or more different jobs during their productive lifetimes.[6]

---

[4]Robert L. Darcy and Phillip E. Powell, Manpower and Economic Education (Denver: Love Publishing Co., 1973), p. 206.

[5]ibid., p. 322.

[6]ibid., p. 327.

## The National Advisory Council for Career Education

The following are excerpts from the first formal report of the National Advisory Council for Career Education.

### Public Attitudes and Career Education

Gallup Polls and National Institute of Education (NIE) surveys have repeatedly demonstrated that Americans value education primarily as preparation for work, better jobs and economic success. A 1972 Gallup Poll, for example, concluded that Americans are practical people 'who firmly believe that education is the royal road to success in life.' When asked why they wanted their children to get an education, 44 percent replied 'to get better jobs;' 38 percent answered 'to make more money, achieve financial success.' A 1973 Gallup Poll asked 'Should Public Schools give more emphasis to a study of trades, professions, and businesses to help students decide on their careers?' The responses were:

| | |
|---|---|
| Yes, more emphasis | 90% |
| No | 7% |
| No opinion | 3% |

A 1973 study for the NIE found 'a strong and consistent preference for job skills above all other outcomes' of a high school education. Virtually all subgroups of the population agreed on the primary importance of job skills. What makes this evidence even more compelling is that these polls were taken before the decline in the economy became most apparent. A recent Department of Labor study indicated that of 55,000 students graduating with Bachelor's degrees in psychology next spring, only 4,500 will find jobs related to their field. The uncertainty of the economy and the worsened employment picture suggest that such factors will increase public support for career education.[7]

---

[7]National Advisory Council for Career Education, Interim Report with Recommendations for Legislation (Washington, D. C.: Government Printing Office, 1975), p. 20-21.

Conditions Calling for Educational Reform

The criticism currently leveled against American education for failing to prepare students for the world of work are identified in the Office of Education policy statement on career education.

1. Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.

2. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the educational system.

3. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It fails to place equal emphasis on meeting the educational needs of that vast majority of students who will never be college graduates.

4. American education has not kept pace with the rapidity of change in the postindustrial occupational society. As a result, when worker qualifications are compared with job requirements, we find overeducated and undereducated workers present in large numbers. Both the boredom of the overeducated worker and the frustration of the undereducated worker have contributed to growing worker alienation in the total occupational society.

5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decisionmaking skills, or the work attitudes that are essential for making a successful transition from school to work.

6. The growing need for and presence of women in the work force has not been reflected adequately in either the educational or the career options typically pictured for girls enrolled in our educational system.

7. The growing needs for continuing and recurrent education of adults are not being met adequately by our current systems of public education.

8. Insufficient attention has been given to learning opportunities which exist outside the structure of formal education and are increasingly needed by both young and adults in our society.

9. The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy.

10. American education, as currently structured, does not adequately meet the needs of minority or economically disadvantaged persons in our society.

11. Post high school education has given insufficient emphasis to occupational educational programs in harmony with academic programs.

Each of these criticisms centers on the relationship between education and future employment opportunities of individuals.[8]

## The National Advisory Council on Vocational Education

The following are excerpts from the national policy on career education which was adopted in September 1974 by the National Advisory Council on Vocational Education.

### A National Policy on Career Education

Three years ago, the Commissioner of Education made a courageous appeal for a new sense of purpose in American education. He proposed that we reorder our whole education effort around the new concept which he chose to call 'career education.'

His call triggered a quiet revolution in American education. The Commissioner said:

> Education's most serious failing is its self-induced voluntary fragmentation. The strong tendency of education's several parts to separate from one another, to divide the enterprise against itself....
>
> I propose that the universal goal of American education, starting now, be this: that every young person completing our school program at grade twelve be ready to enter higher education or to enter useful or rewarding employment....

This appeal has been widely misconstrued by educational policy makers, and thus its far-reaching nature has been misunderstood. 'Career education' is NOT simply a new name for what we now call 'vocational education.' The Commissioner was

---

[8] ibid., pp. 17-19.

not saying that our concept of vocational education should be somewhat enlarged and the enlarged concept called 'career education.' Nor was he saying that new programs in something called 'career education' should be developed at the cost of vocational education.

He was saying something much different and much more fundamental. He was saying that the old distinctions which have crippled our educational effort should be forever laid aside and a new unity of purpose be expressed by a new universal term: 'career education.'

Right now we have a bewildering variety of designations within the educational system, but the principle ones are these:

College preparatory education
Vocational education
General education

These terms have come to suggest choices which need not be made, distinctions which have no meaning, divisions of what is really indivisible, and conflicts where none need exist.

Our thought and our practice about education should at last be integrated. The result of this integration should be called 'career education.' It would come about when American education emphasizes preparation for work as a prominent and permanent objective of the public schools. We are not appealing for 'separate but equal' attention to vocational education in the overall system. We are insisting, rather, that career education is a UNIVERSAL necessity, and requires the integration of ALL our educational resources. Moreover, the concept has been extended to include unpaid work as well as the world of paid employment. The concept has swept the country. There is hardly a state in the nation that is not experimenting with some form of career education. The Commissioner simply verbalized a nearly universal conviction: that American education has drifted away from any sensible intention, and needs--desparately--to be brought back on course. He provided a vital point of focus, and gave a thwarted movement a sense of direction and legitimacy. The consequences--by any measure--have been enormous. But not nearly enough.

There is still a deepening public discontent. Antagonism to the educational establishment is becoming epidemic.

Late last year, the Harris Organization released some updated measures of the people's confidence in the leadership of American institutions. The results were hair-raising. As recently as 1966, sixty-one percent of the people expressed 'a great deal of confidence' in education's leadership. Since then, that figure has fallen to an alarming thirty-three percent, and it is still falling.

The reasons for this headlong erosion of confidence seem

clear enough on the surface. People want something from the educational establishment that it is not now delivering. The message is unmistakable. If education is to regain the confidence of the people, it must produce results that make sense to people.

We believe that the public wants two things: one very consciously, the other more subconsciously. The public's conscious demand is a demand that education be made relevant to the world of work. What vocational educators have known for years--that America is miseducating a good number of its young people--has, at last, become an article of the conventional wisdom. But the public's subconscious demand is another matter altogether. It is a demand that education be made more relevant to the achievement of the good life.

Today, most people are aspiring to examine and experience a range of life's possibilities that has been an option to no more than a tiny handful. We have educated large numbers of people in the liberal arts, but the practical arts and the fine arts have been reserved for a few. That must now change. The education of isolated, specialized elites is a thing of the past. A new mass aristocracy is demanding preparation for participation in the larger human experience, and educators must provide it. The need, clearly, is for the prompt integration of our fractured system of education around the concept of career education. And the people know it.

Encouraged only by official rhetoric and some largely symbolic Federal action, local communities are responding to the obvious need for reform with remarkable imagination and determination. The grass roots activities in this area have overwhelmed educational policymakers at the state and federal levels as no other movement in the history of American education. They are doing it largely with vocational education money, but unfortunately, too often at the cost of vocational education's own needs.

In the last three years close to a third of all school districts in America have initiated career educational efforts. Over thirty-five state departments of education have appointed career education coordinators. At least twenty state boards of education have passed resolutions supporting career education.

Clearly, the career education movement has powerful momentum. But it has been, so far, largely a state and local movement. It has the support of a dramatically inclusive cross-section of the country: business and labor, rich and poor, black and white, urban and rural. The opposition is coming, predictably from a few educational elites. But their response is largely hysterical, and based on an irrational fear that the demand is to fire the philo-

> sophers and expand the machine shops. Other critics refuse to recognize that the diversity of definitions about career education is, in fact, a positive force that encourages a variety of responses, reflecting more accurately local needs.
>
> Still other barriers need to be overcome. Most activities in career education to date have taken place at the elementary school. Little has happened at the high school or community college or university level.
>
> What we most need now is ACTION. We have an unmistakable sense of direction. We now need a united, cohesive effort to make career education, in which all the arts of education are integrated, a universal reality, and we need it now.
>
> Frankly, we are getting tired of the endless talk of change. We are tired of all the studies that simply restate the need for change. We are getting tired of exhortations to change. We must stop talking about change and start changing. We must come to understand the processes which permit us to resist the kind of changes we know are absolutely essential. We must somehow repeal irrelevance in American education.[9]

This brief assessment of our situation, by social statistics and commentary, reveals that our country has partially succeeded in integrating its members into the whole in socially and personally satisfying ways. What remains is to expand the great integrative success story of this country to include the many other individuals yet to find socially and personally rewarding positions and roles to play in our society. This is one of our great needs in America in 1976.

## Career Education: A Partial Solution

Career education is one sector's attempt to address the need in our social system for congenial self-society integration.

---

[9]National Advisory Council on Vocational Education, A National Policy in Career Education (Washington, D. C.: Government Printing Office, 1974), pp. 1-4 and p. 8.

Broadly conceived, the thrust of career education is to increase the power of individuals to live their own lives; i. e., to develop their decision-making powers, to increase their life-skills, and to facilitate the implementation of their career decisions.

## Decision Making

Many people have observed that a person will decide to treat a thing the way (s)he defines it. In the case of career decision making, this means that a person will base his or her decision about a career alternative on his or her own definition of that alternative.

Before we can define any alternative so that we'll know how we want to treat it, we must develop a model of the ideal alternative. Let us pursue the example of the decision made in a house purchase. One meets with a real estate salesperson and is shown, let's say, five alternative houses. What does one do? The astute buyer has a model in mind. How so? He or she has gathered together the salient features of a "good" house. These are commonly understood to be sound construction, beauty, economy, convenient location, and the like. Also, some personal criteria have usually been added to the commonly held criteria to create a personal model of a "good" house. The buyer operates <u>from</u> the model <u>to</u> the alternative, comparing each alternative to the model while also allowing the alternatives to suggest new criteria for the model. Those alternatives that satisfy the

model are defined as "good," and treated that way, i. e., considered for purchase. Those alternatives that do not fit the model are defined as "bad" and are treated that way, i. e., they are rejected. When a given alternative satisfies most of the salient criteria of the model, and no other obvious contradictions appear, that home is purchased.

The buyer has two main problems. First she or he must identify the criteria of a "good" house so as to be able to build a model of one. Second, the buyer must get enough accurate information about a given alternative house to be able to tell whether it satisfies the criteria in the model or not. Until the buyer can accurately define the alternative by comparing it to an ideal, she or he doesn't really know what decision to make about it.

The above paradigm holds true in career decision-making, and it helps to clarify the task of the educator interested in career development. A career decision may be defined as a decision by an individual about alternative ways of integrating him or herself with the system. Again, the person must define a career alternative before he or she knows what to decide about it. And, the person must have a model to use to define the alternative(s). If each career alternative is actually some alternative integration of self and society, then two kinds of models are needed to evaluate each career alternative, models of self and models of the system. Models of the self are built from self-concepts; i. e., a model of self is a collection of concepts about one's

physical attributes, mental attributes, social attributes, and philosophical-spiritual attributes. Similarly, a model of the system is a collection of concepts about various subsystems of society, such as: the economic system, the political system, the educational system, the military system, the business and industry system, the employment system, the ecclesiastical system, the entertainment system, the transportation system, and others.

The task of the career decision-maker is two fold. First, the person must learn enough about his or her own self, and the system, to identify the criteria for a "good" career alternative for him or her to elect.

Second, he or she must get enough accurate information about a given career alternative to be able to tell whether or not it actually satisfies the criteria for a "good" career alternative.

When a decision must be made, the person will assemble whatever knowledge he or she possesses of the self and the system and develop correct or incorrect criteria for a "good" career choice. The person will use these criteria to define the available self-system integration alternatives by comparing each alternative to the criteria. Finally the person will decide about each alternative according to his or her definition of it.

A moment's reflection will bring most of us to the conclusion, we think, that very many of our citizens, at all ages, are not adequately prepared to make such informed decisions. In

fact, professional career counselors frequently meet people who are not even conscious of having this model-building and decision-making ability and who regard themselves as mere "pawns of fate," as it were. They are waiting for someone to fit them in rather than doing their part of the creative work required to integrate their selves with the system to the great satisfaction of self and system. Such participation is one of the great liberties of the self in America. And herein lies the task of career education.

Suppose one were to start on the first of the month to build a personal model of a "good" home so that a home could be purchased within the month. Many people probably would not have the capability to build and use the model within that time limit. As simple a model as that is, it takes time to build it. And it takes more time to become skilled in using it. Many people benefit by paying an appraisor to help in the process because time is short or because they themselves may forget (or not know) some of the criteria to be included. They use such models infrequently, and they may not be sufficiently skilled in getting accurate information about particular houses offered for sale to know if they satisfy the criteria of the model or not. Or they simply may not care to personally invest themselves in the model building process in a thorough enough way.

Imagine then, the compounded problem and the relative futility in trying to build and use models of self and society,

which are more complex than models of self and housing, when one is about to graduate from school or one is suddenly out of work from some turnabout in the economic system!

Very few people, even with experienced professional assistance, have the time, money, or determination to undertake such a task in a matter of months only. Such persons as do succeed at it in a short time are, in our opinion, already expereinced, well informed, and articulate. Their models of self and society are already well developed, and their previously developed models serve as the basis for further clarification and specification at times of career crisis.

Model building takes time. The process of identifying, and understanding, and selecting possible criteria to include for the purpose of self-system integration decisions must go on over quite a long period of time to be done well. Actually, functional models of self and functional models of the social system are developed over a number of years. Elements are gradually abstracted from the total reality and organized in the mind, are tested for experienced validity and reliability, and are continuously rearranged in a series of mental reconstructions of reality. All of this process naturally takes time. Therefore one broad function of career education is to facilitate, over a span of years, the model building faculties of the student's mind in regard to his or her self and the system by: (1) helping the student become conscious of his or her internal decision-making

faculties, (2) providing accurate and extensive knowledge of his or her self and of the social system for use in personal model building, and (3) giving experience in the use of models for decision-making.

A social studies example of how this can be done is as follows:

We are all familiar with the social studies assignment which requires the student to research one or more of the United States and to report on its natural resources, agriculture, economic base, population, transportation, government, etc. We know that such assignments do achieve a level of learning. Consider the possibility of teaching model building and decision making in that same assignment. Suppose that we have students work in teams. Each team is to imagine itself the board of directors of a large woolen mill which is to be moved from Lynn, Massachusetts, let us say, to some other city and state because of current labor and cost problems in Lynn. The team may select three cities from a list of possible locations provided by the teacher. The team will research those three cities and states in terms of their respective suitability as a location for this hypothetical plant. The teacher will provide data on the hypothetical plant so that the students will understand the requirements of such a facility. This will form the basis for the development of the criteria to be satisfied by an ideal location. Researching particular locations may suggest other criteria to be

satisfied. The students will research the three selected locations and recommend one of the three to locate the plant in. The team report will contain a description of the preferred location and a point-by-point justification for the decision. The two locations not selected will also be mentioned in the report, citing the advantages that did exist at these locations, and also the limitations of each that resulted in their being rejected. In order to complete such a report, it will be necessary for the student to do much of the usual research, including writing to state and city governments concerning tax structures, work force, transportation, and the like. They will also be under the necessity of building a model of an ideal location, and they will have to compare at least three alternatives to their model and make a decision. The thinking skills developed in such a process will have transfer value to career decision-making, especially if the instructor calls explicit attention to the thought processes involved and to their usefulness in personal life decision-making. University professors may illustrate vividly the differences in the two assignments compared above by having prospective educators actually do the two assignments themselves as part of a university course, to experience the two different mental patterns involved in carrying them out.

## Life Skills

A second task for career education is the continued development of all the "life-skills" needed by persons to implement

their career decisions. This dimension concerns all of the coping skills developed in persons in addition to the cultivation of their decision-making abilities. We include the "three R's," public speaking, vocational skills, human relations skills, study skills, skills for obtaining favorable career placements, self-assessment and planning skills, and anything else that capacitates personally effective living. Life-skill development goes on concurrently in the school with the increase in awareness of self and system needed for effective model-building and decision-making, and with explicit training in the model building and decision-making processes themselves.

## Placement and Follow-up

A third function of career education is to facilitate the implementation of the student's decision. This area of student services represents primarily the placement and follow-up functions of a school. Placement functions include information concerning location of educational and/or employment opportunities and assistance in making the transition from school to the world of work or to other subsystems in society. Any work done with the individual in terms of resumes, interviews, locating of available positions, career-related counseling, and the like as well as work done with the larger community on such things as school-to-school or school-to-work linkages are all included in placement work. Follow-up includes all activities designed to

determine how effective the career development process and the placement service have been for a given person in a given social system. Results of such follow-up studies can become the major source of feedback to a given system for continual renewal of the system in terms of its results, i. e., current satisfaction of graduates and the system with the preparation given those graduates.

## Chapter Summary

A diagram summarizing this discussion is presented in figure 2.2. The K-12 time line on the left represents the public school years of model building via expanding awareness going on concurrently with the development of life-skills, including decision-making skills. This diagram can be readily adapted to apply to higher education by changing the developmental time line from K-12 to K-X. The +1 extension of a time line represents the placement and follow-up activity of a school in reference to its most recent graduates. The data feedback loops represent the management information being fed back to the school by effective follow-up studies.

Figure 2.2

A K-Adult Career Education Program Model

CHAPTER 3

# A MODEL FOR THE PREPARATION OF EDUCATIONAL PERSONNEL IN CAREER EDUCATION

## Definition of "Career"

The first necessary conceptual element for doing preservice career education is a working definition of "career." Throughout this handbook, we understand career as having a subjective dimension and an objective dimension. The outer or objective career is that series of positions held and roles played in the social system. The inner or subjective career is that series of life purposes and definitions of self and system which are developed and acted on during one's objective career. These two conceptions we incorporate in the one word "career." More briefly, career refers to the union of one's subjective and objective experience in self-system interaction.

## Model of Career Development

The second conceptual element necessary to a preservice program in career education is for the persons involved to make a decision as to how they think careers develop in people and to specify the procedural implications of such a concept. This model, along with the definition of career, will be the basis for

all that is subsequently done to capacitate career education practice in preservice personnel.

We recommend the adoption of a career development model which reflects the phenomenon of self-system integration introduced in chapter 2 of this handbook. One such model is presented in figure 3.1. A brief commentary on the career development model suggested in figure 3.1 is as follows:

## Environment

The environment consists of all persons and situations, structured or unstructured, planned or unplanned, with which the learner interacts to formulate and implement life career goals and objectives. Obviously, educational personnel, with their planned and structured environments, are only part of the total environment of the learner. The environment inlcudes the total bio-physical and socio-economic system of which the learner is part.

## Personal Career Goals and Objectives

Personal career goals and objectives are formulated as the learner interacts with the environment. All environments in this regard are "educational." But the learner and society also participate together in structuring environments for the learner to interact with, in the belief that such structured interaction will result in socially and personally significant learnings.

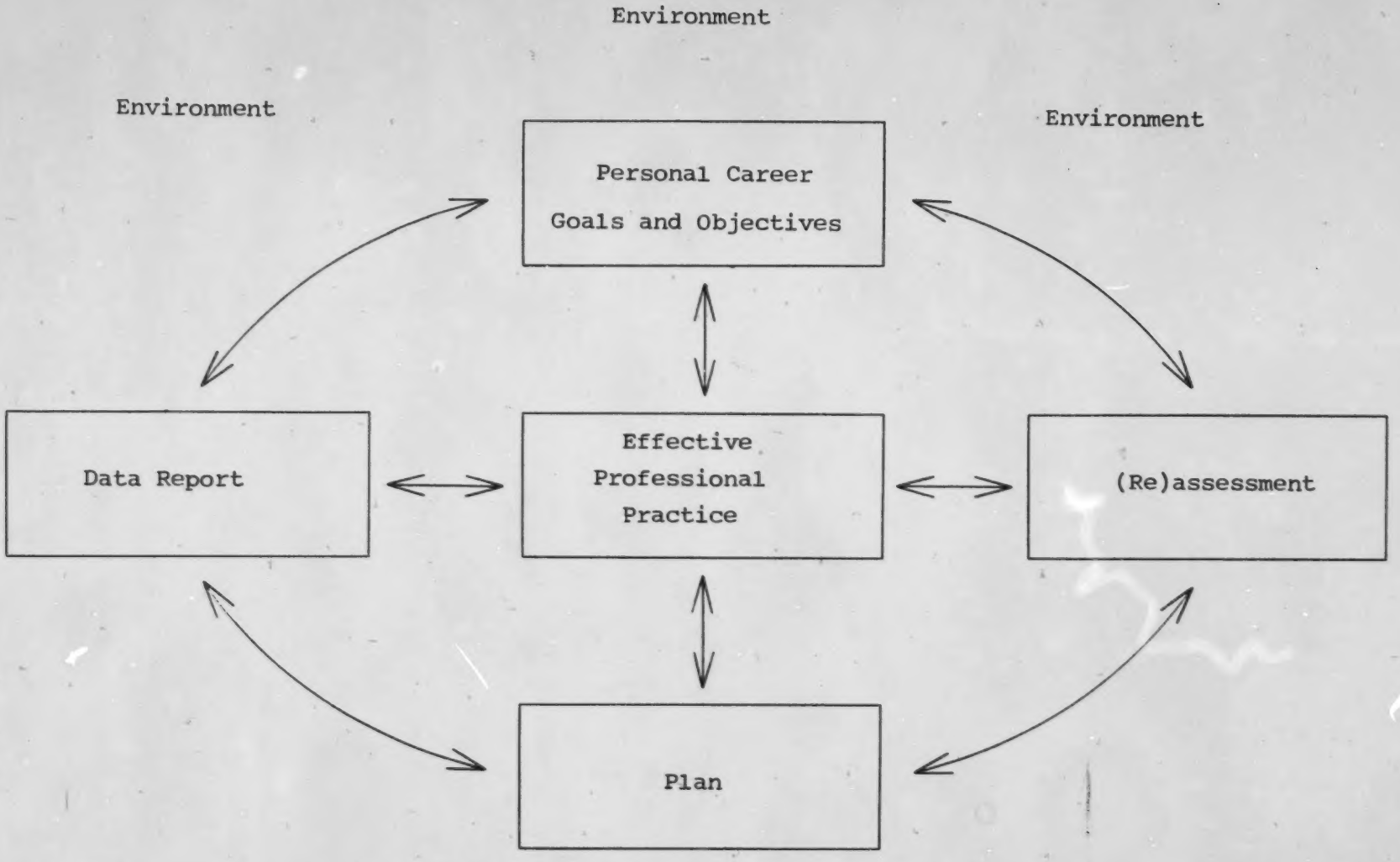


Figure 3.1

A Basic Career Development Process Model

Career goals and objectives are arrived at in this self-system negotiation.

### (Re)assessment

While remembering his or her interests, abilities, present personality, and needs, the learner assesses his or her position in terms of social system expectations and personally formulated career goals and objectives.

### Plan

The learner initiates a search for ways to move from his or her present position to the desired position indicated by a personal career goal or objective and specifies and schedules steps to be taken to achieve that movement.

### Effective Professional Practice

The student implements the planned steps. The student learns to sometimes act while knowledge is incomplete and to exercise the necessary attention to consequences in action that may signal the need to adjust the plan in process. Effective career action is the central concern reflected in the model. Everything in the model is to be understood in terms of the capacitation of effective action toward and in a career.

### Data Report

The student reports to self and system concerning the out-

comes of actions taken in the environment to promote personal career goals and objectives, then moves into reassessment in view of goals and this report.

## An Interpersonal Career Facilitation Model

Inherent in the basic career development process model shown in figure 3.1 are the elements for an interpersonal career facilitation model which further clarifies the self-system nature of career development. This model for interpersonal career facilitation is shown in figure 3.2. It is followed by commentary on the role of the student (facilitated person), the role of the faculty member (facilitating person), and the assumptions underlying the model.

### Role of the Student

1. The student maintains a high degree of self-direction in his or her career by:
   a. selecting personal career goals and personal program objectives consistent with professional guidelines for students in preparation
   b. proposing some appropriate learning experiences and carrying them out
   c. taking an active role in creating curriculum content and other educational environments to interact with, in order to experience personally selected learnings

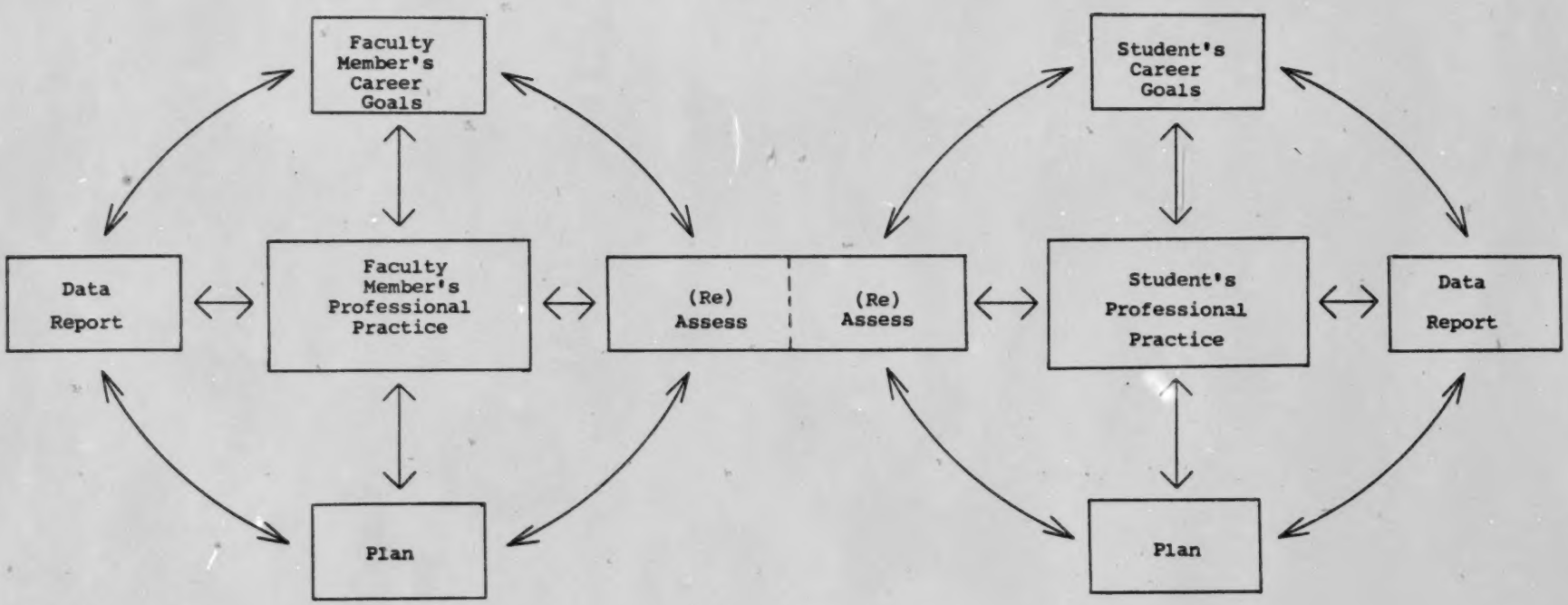


Figure 3.2

An Interpersonal
Career Facilitation Model

2. The student meets regularly, by appointment, with his or her faculty member to review program expectations and personal career goals and to (re)assess the relationship between the two.
3. In addition to scheduled meetings, the student initiates to the faculty member whenever additional helps are needed and mutual convenience can be arranged.

Role of the Faculty Member

1. The faculty member acts as a helping person throughout the learning process, playing supportive and clarifying roles to enhance the student's control over his or her learning.
   a. the faculty member orients the student to the norms and expectations of the profession in general, and of the program being pursued in particular
   b. the faculty member welcomes and facilitates the decision-making participation of the student in personal program planning and review
   c. the faculty member prepares him or herself to be perceived as a source of help to students seeking clarification of personal and social career goals and means to implement those goals
   d. the faculty member prepares him or herself to provide direct career assistance to students
2. The faculty member meets regualrly, by appointment with the student, to assist the student's review of program expectations

and personal career goals, and the student's (re)assessment of the relationship between the two.

3. In addition to scheduled meetings, the faculty member initiates to the student whenever additional helps can be offered and mutual convenience can be arranged.

The (Re)assessment Meeting

The student and faculty member act in mutually supporting ways, in all circumstances, to enhance the career development of each other, i. e., to promote positive definitions of self, and personally and socially satisfying achievements of self in system.

The faculty person and student may be involved with each other at many times and places in their respective cycles, and usually are, but it is in this scheduled (re)assessment meeting, especially, where the self meets the system (in the form of another individual playing a key reciprocal role in the system) for the purposes of deliberate and considered career decision making which takes into account the expectations of both self and system.

During this meeting, the data from previous action is reviewed, goals are clarified, orientation to the immediate social system is enhanced, plans are refined, and support for action in pursuit of personal goals is sought and offered. The meeting provides the student with the continuous orientation of self to system and system to self which is so favorable to a satisfactory and continuous integration of self with the immediate

system. Also, the university person has opportunity to facilitate the career of the prospective educator by assessing and teaching the personal skills involved in the individual career development process.

The frequency of such meetings varies with the situation, but probably should not be held any less frequently than every thirty days.

## Some Assumptions of the Interpersonal Career Facilitation Model

1. Career development as it occurs in the individual is the product of the interaction of the self with environments, including society.

2. The self has legitimate needs which must be met in the career development of the individual.

3. Society has legitimate needs which must be met in the career development of the individual.

4. The responsibility for, and control of, the career development of the individual, is shared by the self and society.

5. The self and society must participate together in creating the environments the self will interact with to experience career development. There must be a positive collaboration between inner and outer career guidance. There must be a personally and socially acceptable merger, within the student, of social career goals and objectives ("The student will...") with personal career goals and objectives ("I will...").

6. Establishment of personal career goals and objectives enables the student to design his or her own life. This is possible because personal career goals and career objectives tell where he or she is now, give guidance to where he or she might be going, suggest where to search for means to reach the personally selected objectives, and give knowledge of when he or she arrives.

7. Programs of study may be unique and personally satisfying and may satisfy professional standards at the same time.

8. One's own career ("definition of self" and "self acting in system") is the core of the curriculum in education.

9. Career guidance, within and without, is to develop a consciousness of personal decision-making power, clarify activity that will fulfill personal decisions made, facilitate personally chosen action, and provide for on-going supportive (re)assessment of life goals, plans, and action.

10. The structure of career development consists of those environments created by the self and society for the individual to interact with in order to experience learning. The process of career development is the assessment, planning, acting on plan, reviewing of plan and action, and (re)assessment cycle that goes on within the person as he or she interacts with learning environments in terms of personal and social career goals and objectives.

11. "The structure of education" is the same as "the structure of career development."

12. "The process of education" is the same as "the process of career development."

13. Persons prefer and need on-going involvement of society with them in the career development process, rather than occasional or periodic monitoring by society only.

14. The essence of career development is an ever-increasing quantity and quality of effective action, along a line of endeavor chosen by the individual in self-system negotiation, resulting in self-system satisfaction.

15. A primary role of the educator is to facilitate the student's career development, as defined in assumption fourteen.

16. There is an implied responsibility of the faculty member to allow the student to experience both roles in the model. That is, the student should have opportunity, under supervision, to facilitate the career development of another person in order to become familiar with how the career development processes represented by the model occur in other people. In this way, the prospective educator will learn a model of career development, will experience being facilitated in his or her own career activity according to that model, and will experience facilitating the career development activity of others according to the model. With such a process background, the prospective educator will be better prepared to make use of the career education content material to be received in training.

17. The basic career development model assumes that the

career of a faculty member develops according to the same processes as the career of a student. Therefore, the university person can model the career development processes in the model for the preservice educator. This would involve both physically visible use of procedures indicated by the model in classroom management and personal life, and the sharing of subjective experience related to use of the model with students. One might also obtain the assistance of students with some steps in the personal process, in order to let the process be more visible to them. Specifically, the personal practices that might be modelled by the faculty for the benefit of students are:

a. model building,

b. decision making by the use of models,

c. goal setting, taking into account self and system,

d. assessment of personal situation in reference to goals set,

e. planning deliberate interaction with the system to achieve selected goals,

f. conscious acting on plan(s), by deliberate interaction with the bio-physical and/or socio-economic system to achieve selected goals,

g. reporting data to self and significant others concerning the results of action taken toward self-selected goals,

h. (re)assessment of personal situation in reference to goals, taking into account stability and/or change in self and the system since the last assessment, plan, or action taken.

## A Basic Career Development Program Model

In recent years, curriculum developers have given much attention to career development in the public schools. A general concensus on the developmental nature of career in the person has emerged and has influenced curriculum models. The Illinois career education model, for example, is generally representative of the concensus. (See figure 3.3.) It acts as a guide to the overall conduct of career education in Illinois by summarizing program objectives for the different levels of the instructional systems in Illinois.

Reffering to the Illinois model, career education is recognized as a K-Adult process, and the university represents some of the options in the developmental levels beyond K-12. In contrast to K-12, comparatively little has been done, nation-wide, to formulate career education programming for the university, where we hope to accomplish preservice preparation of personnel in career education. This section, therefore, is a discussion of the implications of the proposed basic career development process model (figure 3.1) for thinking about career development at the university level.

### The Process Model

The basic career development process model (figure 3.1) has been discussed earlier in this chapter. We discussed this

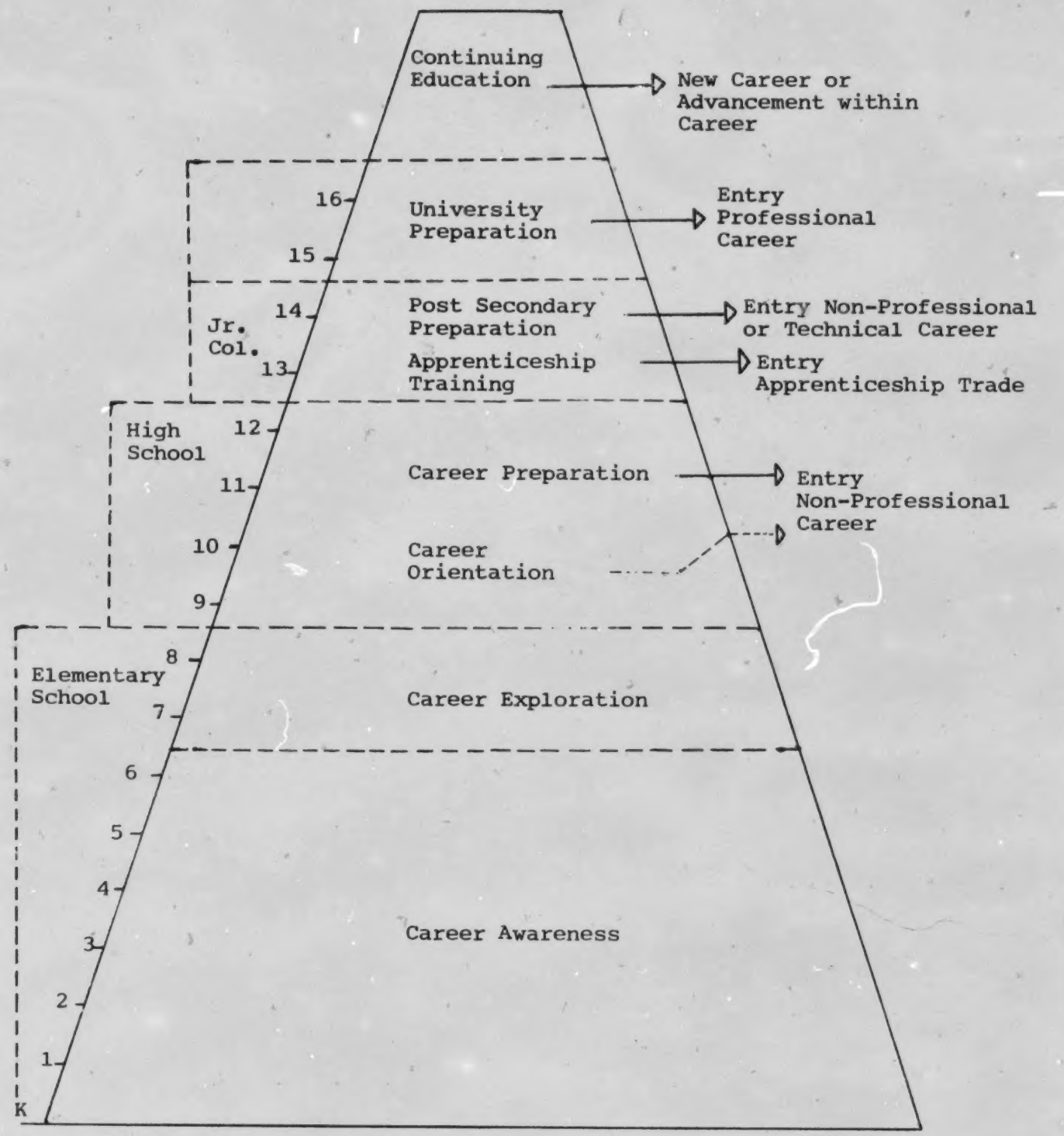


Figure 3.3

Career Education ILLINOIS MODEL

model at some length and discussed the interpersonal career facilitation that can occur by a joint faculty member-student use of the model in supervision (figure 3.2.)

What we wish to emphasize here is that the basic career development process model (figure 3.1) is a model for increasing powers of professional practice in career. The cyclical nature of the model suggests an ever-increasing power to act effectively in the area of one's professional practice and an ever-increasing capacity to give self-direction to one's own practice.

The general program goal at the university level then is the development of sustained, effective professional practice toward self-chosen and professionally valuable ends. The central career development role of university professors then is to facilitate effective (productive) action in their students. Their students should show an increasing power to make a difference when they act whether they act in research, administration, writing, counseling, teaching, curriculum development, or whatever their specialization(s). Individual career development in the university can be construed as movement toward professional commitment, expressed in productive professional activity. The university is a time period of increasing specialization in the career development process, a time of trading off many possibilities for progress in a few things, a time of increasing commitment to effective action along definite lines.

## The Program Model

There is a basic career development program model implicit in the basic career development process model (figure 3.1.) The program implication is that since increasingly effective professional activity is synonomous with career development, then the career development program in which the person is involved must provide ever increasing opportunity for action along the lines of one's specialization. The program model implied by the basic career development process model is shown in figure 3.4.

The basic career development process model, with its attention to expanding practice by the individual, can only make sense in a career development program model which allows expanding opportunity for practice. Of course, increasing opportunities for practice means more projects, laboratories, workshops, action research, practice, internships, co-op placement, volunteer work, and the like. The exact mix of content and preprofessional practice in a given program is a matter of professional judgement, but a pattern of movement through ever-widening opportunities for preprofessional practice during the program is essential to career development at the university, as we understand it. This matter of professional practice at the university is perhaps the higher level analogue to the "hands on" injunction that obtains in the K-12 years.

It is important, we think, to comment that this program model is not a "career" model as some construe "career;" i. e.,

| ENTRY | Career Development Program | EXIT | Employment |
|---|---|---|---|
| E N T R Y | Practice to Inform Practice<br>Preprofessional Practice<br>Content Mastery<br>Study To Inform Practice | E X I T | Informed Professional Practice |

Figure 3.4

A Basic Career Development Program Model

it is not concerned with vocational or technical programs only, as opposed to those in the social sciences or humanities. We see this as a generic model, pertaining to all fields of inquiry and activity. What we are advocating is effective practice in one's chosen line of endeavor. And, we are advocating the appropriate balance of content and practice to inform that practice. We are concerned with professional practice as much for the humanities as for the technical-scientific fields. We think it is correct to speak of "doing" philosophy and "doing" history. We think that the essence of being a playwright, poet(ess), or composer is professional practice, i. e., to write. We tend to be with those who observe the remarkable quantity of work produced by some of the effective producers of quality, and we value the quantity along with the quality. We call all of this "effective practice."

Conversely, we are concerned with content to inform practice as much for the technical-vocational fields as for the humanities-social sciences. We are not interested in sheer practice. We advocate informed practice. This line of thought does lack detail as far as describing specific fields of inquiry and practice is concerned, but the basic point is substantial, we think. We see no distinctions among fields in terms of professional practice being the desirable thing or in terms of the need for both content and preprofessional practice to inform the development of professional practice. We regret the problem with the word "career" which is created by the practice of many to denote

only vocational-technical programs as "career programs." We ask our readers to recognize our comprehensive definition of "career," pertaining to effective practice in any line of endeavor, in order to entertain our basic models for career development.

Parenthetically, this ambiguity problem illustrates that holding two or more meanings for the same word, such as "career," is a necessary part of effective professional practice for professors in preservice career education: i. e., (1) a "career program" is a vocational-technical skill preparation program, and (2) a "career program" is any program designed to enhance professional practice of any kind.

Our basic career development program model pertains to any degree or certificate-granting program. We hold that the granting of a degree or certificate to a person should be a warrant to that person and society that that person is in possession, at least, of the common understandings and professional competencies normally expected of someone with that degree or certificate. The precedent has been set in this country to sue institutions which grant degrees or certificates in the absence of these understandings and competencies. A new and overdue accountability has arrived in education. In addition to its intrinsic educational and social merits, we think that perceiving the goal of a career education program as that of capacitating effective professional practice by informing it with appropriate content and practice opportunities is also "politically" sound practice today.

The criteria for success in education should be in the form of effective practice, as evidenced by productivity in a chosen direction, with content mastery alone to be construed as only part of the preparation to act effectively, and not as effective practice by itself.

Levels of Instruction

If a career development program is such in terms of its power to inform professional practice with content and opportunity for appropriate practice, then any concept of levels of instruction must be developed in terms of levels of content and levels of opportunity for practice, for the development of specified levels of professional competence.

Using a sequence of three degrees in an imaginary field of study to illustrate, the consistent thing to do with our basic career development program model is to regard each level as a program in itself, since each is a terminal degree and functions "independently" in that respect. This can be portrayed by "stacking" the programs by levels, as in figure 3.5. The following commentary refers to program levels as portrayed in figure 3.5.

Realistic program levels are created more by reference to levels of employment in a field than by amounts of content and practice within a program. That is, in terms of placement, the concept of levels presupposes some differential staffing within

| Entry | University Career Development Program Levels | Exit | Employment Levels |
|---|---|---|---|
| ENTRY | Practice to inform practice / Study to inform practice | EXIT | Informed Professional Practice: Doctoral Level |
| ENTRY | Practice to inform practice / Study to inform practice | EXIT | Informed Professional Practice: Master's Level |
| ENTRY | Practice to inform practice / Study to inform practice | EXIT | Informed Professional Practice: Bachelor's Level |

Figure 3.5

University Career Development Program Levels:
Three Sequential Terminal Degrees

a career field. If there are levels of professional practice in a given career field corresponding to the familiar B. S./B. A., Master's, and Doctor's degrees, then it is presumed that there are at least three corresponding levels of staffing in the employment pattern in that field. In this case, every effort should be made to use task analysis from actual employment settings as one of the sources for content and practice objectives which will inform the preparation of people for a given field and level of employment in that field.

Some fields do have differentiated staffing in their employment patterns, so that each level of training can and does constitute a terminal degree exiting to a specific level of professional employment practice, as in figure 3.5. Other fields are more restricted in their employment patterns. Figure 3.6 envisions an imaginary program of career preparation, also involving three degrees, but with only the doctoral level being an effective terminal degree.

We are all well acquainted with levels of instruction by content. Content is amenable, it seems, to "leveling." In fact, the common sense understanding of the bachelor's, master's, and doctoral levels is often that of levels of content, in quantity, or quality, or both. Some practice-oriented fields, such as medicine, have traditionally had leveling by practice also. Recent years have seen an effort to introduce practice levels, in addition to content levels, in all fields. This trend is con-

| Entry | University Career Development Program Levels | Exit | Employment Levels |
|---|---|---|---|
| ENTRY | Practice to inform practice / Content to inform practice | EXIT | Informed Professional Practice: Ph.D. level |
| ENTRY | Practice to inform practice / Content to inform practice | EXIT | |
| ENTRY | Practice to inform practice / Content to inform practice | EXIT | |

Figure 3.6

University Career Development Program Levels:
Three Sequential Degrees; One Effective Terminal Degree

sistent with both our career development "process" and our career development "program" models. We realize that it is sometimes more difficult to specify levels of practice to inform practice than it is to specify levels of content to inform practice, but we encourage the effort whenever it is undertaken. We think it can be done in any program to an extent that will more than justify the effort in benefits to all concerned.

Performance Objectives and Program Levels

Each level of university instruction should consist of self-selected content and practice, keyed to professional guidelines as to the level of professional practice and content mastery to be attained. There should be a blend of the student's "I will..." with the profession's "The student will...."

This suggests, of course, that there must be a statement of normative practice as well as content mastery at each level. However, to say that the preprofessional practice to be mastered at each level should be specified, as well as the content, is not to say that one should merely have a list of discrete performance objectives to add to discrete content objectives and should merely graduate a student when he or she checks off these two lists. This should be considered the minimal performance acceptable and one would be hard pressed to justify delaying the degree in the presence of such performance, but it is not the ideal situation of itself. It is not professional

competence of itself. It only suggests the possibility of competence. We would also like to be able to determine that the individual has the power to draw upon his or her share of knowledge and repertoire of skills to inform on-going, creative professional activity. We would like to determine that the person has developed a certain sense of professional confidence in the process of informing his or her own professional practice by using the content and professional practice opportunities afforded. We would like to make some determination about productivity, in quality and quantity, resulting from informed practice. We would also like to determine that the person has achieved a state of sustained professional activity. In sum, we would like to know that our graduate has learned to practice the effective professional action processes of setting personal goals keyed to professional information, assessing situations relative to goals adopted, planning a course of action, acting on the plan, determining the results of actions taken, and reassessing the situation, all of which is portrayed in our basic career development mode. (Figure 3.1)

## Chapter Summary

We suggested a working definition of the word "career," i. e., "the union of one's subjective and objective experiences in self-system interaction." We offered a basic career development process model, which represents a life design process in

which persons interact with their environment to develop themselves by assessment, planning, acting on plan, review of plan and action, and (re)assessment--and all of this in terms of personal career goals and objectives and the expectations of society. We discussed the process model both in terms of its application to an individual and in terms of its application to the interpersonal facilitation of one person's career by another person in the supervision setting.

We also presented a basic career development "program" model which we think is implied by the career development "process" model. The process model is centered in the attainment of effective professional practice. The program model, therefore, is centered in the capacitation, or informing of effective professional practice.

There is balance in the program model between preparing to act (content) and acting to prepare (preprofessional practice), such that there is substantial opportunity in the program for preprofessional practice as well as theory, to inform professional practice. This basic program model was discussed both in terms of single programs and levels of programs.

The line of thought developed in this chapter can be visually summarized by combining the basic career development process model with the basic career development program model, to show the self and the system facilitating effective professional practice on the part of the self in the system. The summarizing

diagram is presented in figure 3.7.

Once again, the central concern in figure 3.7 is "effective professional practice" on the part of the individual. The interior block of the model shows the educational program informing professional practice, while the satellite blocks in the diagram show the self informing its own professional practice. The effective professional practice finally achieved by the self in the system is the result of efforts by both the self and system to inform professional practice during the career development program of the individual.

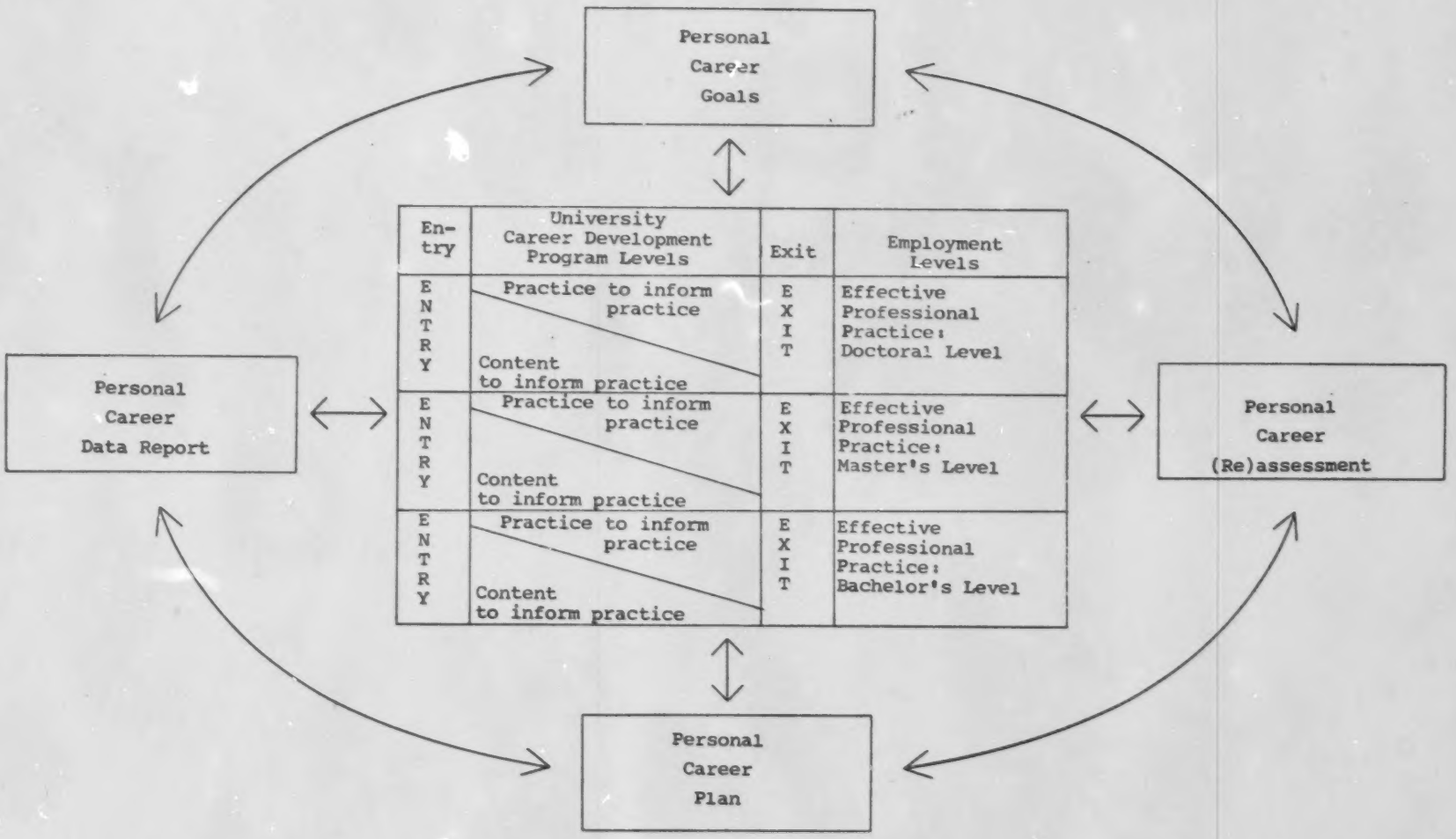


Figure 3.7

Self-System Interaction
in a Career Development Program

# CHAPTER 4

## SOME MANAGEMENT ELEMENTS OF A MODEL FOR THE PREPARATION OF EDUCATIONAL PERSONNEL IN CAREER EDUCATION

### The Interdepartmental Operating Committee

An instructional system for the preparation of educational personnel in career education must operate across organizational lines on any campus. Therefore, we believe that an Interdepartmental Operating Committee is an essential factor in such an instructional system.

It is consistent with our basic career development process model to perceive the professional activities of an Interdepartmental Operating Committee as being part of the career development of the members of that committee. Therefore, it is possible to present and discuss the activities of an interdepartmental operating committee in terms of the management model shown in figure 4.1.

Using figure 4.1 as a guide to our recommendations in this section, there are a number of important conditions to be satisfied in the structure and function of an interdepartmental operating committee.

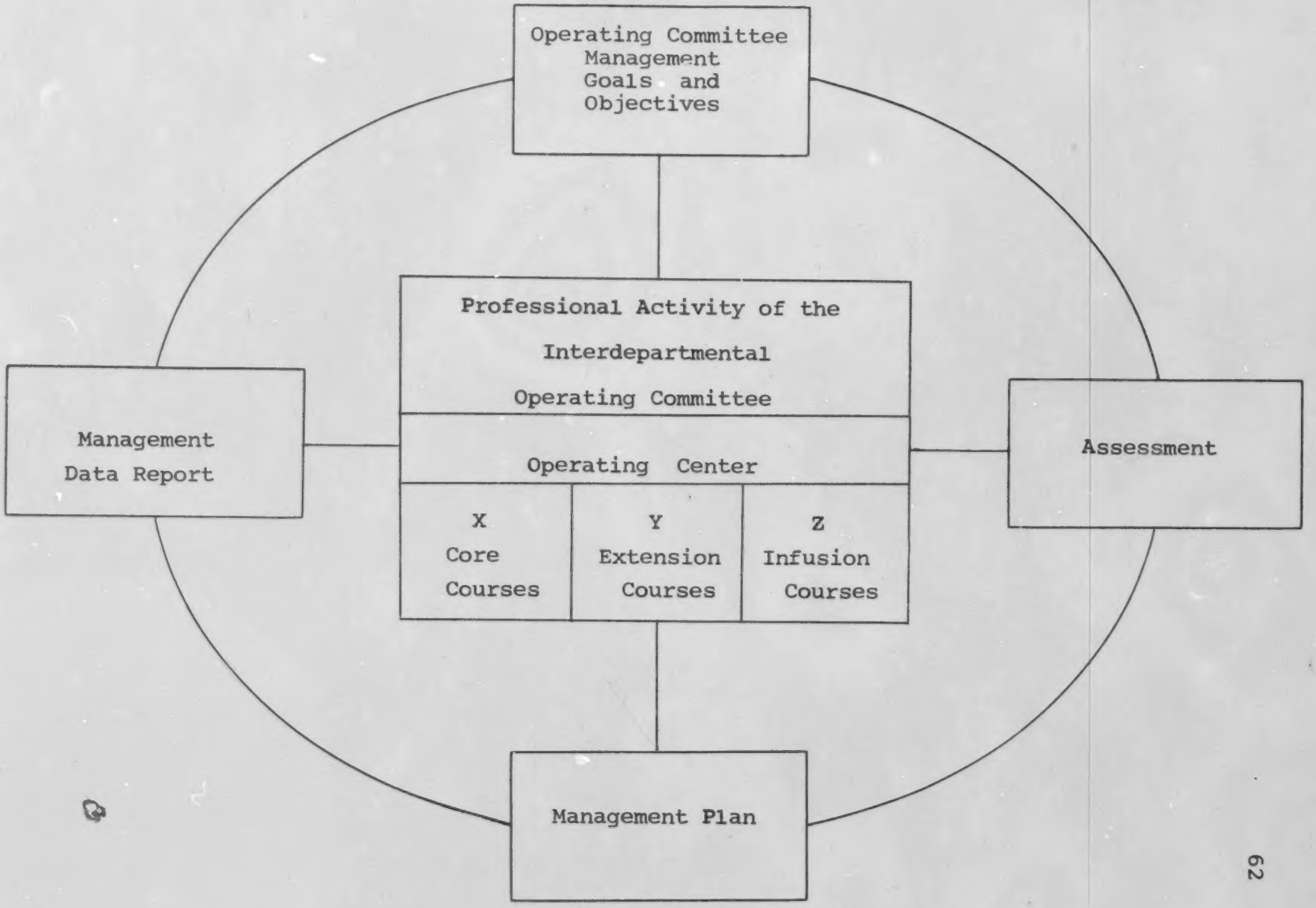


Figure 4.1: A Career Education Program Management Model

## Structure

### Administrative Authority

The university, like other situations, is a working combination of those who have knowledge authority and those who have administrative authority, sometimes, but not usually, invested in the same person at the same time.[1] Therefore, this committee should be constituted so as to blend knowledge authority and administrative authority in at least two ways.

First, the membership of the committee should include a sufficient number of persons who themselves hold resource-committing authority or who are directly sponsored by those who do. This is because frustration of knowledge workers runs high when they are indefinitely separated from enough administrative authority to implement knowledgeably authoritative conclusions. The administrative membership should concern itself with the committing of resources to the work of the knowledge workers as well as with being part of the knowledge work. Administrative workers should guide the knowledge work in terms of possible resources such as professional time for teaching and development, budgetary support for materials and supplies, space allocations, office assistance, outside funding, and the like. This requirement is particularly important if the interdepartmental operating committee is a temporary interest group and

[1]Peter F. Drucker, The Effective Executive (New York: Harper & Row, 1967), passim.

not a regularly constituted body on campus.

Secondly, the interdepartmental committee under discussion may emerge out of an on-campus interest group, but as soon as possible it should be formally constituted under the auspices of comprehensive campus administrative authority, thus uniting in another way the administrative authority and knowledge authority of persons interested in developing a preservice career education program. The committee should be charged by the university, at the outset, to propose a formal university program to be adopted at some level. It may be part of the work of the committee to recommend a number of such program possibilities for the university to consider.

We wish to emphasize that mere assent by administrative authority to the work of knowledge workers is necessary but not sufficient to the establishment of any new program. There must be active involvement of administrative authority with knowledge authority. We are not suggesting undue urging of career education upon either professors or administrators. In institutions valuing academic freedom, neither professors nor administrators should be under demand, even from each other, to create a preservice program of any kind. We are simply saying that if persons on a given campus do wish to create a preservice program in career education, we believe that this is one of the conditions that must be accurately assessed and satisfied. If it is not sufficiently satisfied over an indefinite period of time, it is

natural to expect frustration on the part of knowledge workers without sufficient administrative authority to act on reasonable conclusions.

Budget

This committee must have an operating budget sufficient to the scope of activity contemplated. This is self-evident. However, this is mentioned again in reference to the staffing of the committee. The committee must be able to draw, through its knowledge workers and administrators, enough committed money to carry on its functions. This money may come in the form of grants, special funds in the university, professors' time, and from the usual operating expense lines of the cooperating departments and colleges. The specific staffing suggestion is that the knowledge workers considered for committee membership are the more desirable when they have ability to draw support money to the university and from within the university to the work of the committee. The budgetary value of administrative workers on the committee has already been mentioned.

## Functions

The following suggestions are made with regard to the functions of the interdepartmental operating committee. The committee should:

1. Establish goals and objectives for the university in preservice career education.

2. Assess the state of its university in reference to preservice career education goals and objectives.

3. Develop and propose plans for the promotion of preservice career education on the campus.

4. Operate the interdepartmental program in preservice career education, preferably under direct appointment by the university to do so.

5. Specify minimum content and practice competencies to be achieved by the student in the preservice career education program. Such competencies should be available for the information of students, faculty, and administration. The curriculum coordination and review functions of the committee should include the determination of where in the committee-sponsored career education offerings the particular competencies can be acquired. Some possible competencies are included in the Resources section in chapter 5 of this handbook.

6. Develop, coordinate, and review curriculum. The development of a core of courses designed to provide the nucleus of career education instructional activity, and the development of instructional packages for infusion and extension purposes should proceed under the direction of this committee. It is also a function of this committee to review these courses and modular content-offerings periodically, to insure that the expressed needs of participating on-campus and off-campus locations are being satisfied. These periodic reviews will also continuously

improve curriculum coordination among participating professors and departments

7. Coordinate materials acquisitions. As a constituted body, this committee should coordinate the accumulation of career education materials necessary for the effective conduct of a pre-service career education program. The committee should make determination of what materials are needed, locate sources of materials, locate sources of money when needed to acquire materials, select a place to house the materials, and arrange for utilization and circulation of materials as needed. Directories of materials to consider are included in the Resources section in chapter 5 of the handbook.

8. Make personnel recommendations. This committee should be in a position to identify university personnel with interest and expertise in matters related to career education. From such familiarity with university personnel, the committee can make recommendations to the administration for the staffing of courses, including appropriate team teaching and infusion arrangements. All instructional efforts actually undertaken should be coordinated by this committee.

As discussed earlier, the presence on the committee of some members holding direct or delegated administrative authority, and the appointment of the committee by comprehensive university administrative authority are essential foundations for this particular function of the committee.

The committee should also maintain a listing of campus

consultants available to off-campus interest centers, indicating their areas of expertise and consulting fees, if any. This listing may be handled directly by this committee or coordinated through a university extension and/or public service office.

9. Advise students and faculty. The Committee membership should be so constituted, and should so function, as to provide the necessary influence and guidance in the university's advisement process, to assure that courses developed, or revised, for career education purposes come to the attention of appropriate students and become part of the regular offerings of appropriate departments.

10. Select an interdepartmental operating center. The committee should select an on-campus site to serve as an operating center for the interdepartmental conduct of career education.

## The Interdepartmental Operating Center for Career Education

The conduct of any activity of consequence requires a place to conduct it in and from. In the case of interdisciplinary efforts it must ideally be an interdisciplinary place. For the sake of comprehensive development of preservice training in career education, we recommend that an interdepartmental operating center be selected or developed on each campus to fill the function of a center for the conduct of preservice career education. This may be a center created expressly for that purpose or it may be a "subcenter" in an existing facility. We

presume that all campuses receiving this report will have a few options, at least, of possible locations for this purpose. We suggest that an Interdepartmental Operating Committee develop a list of possible locations and select a location from that list based on some of the criteria which are discussed in this section and some of the criteria which are developed locally. Possible locations may include libraries, media centers, learning centers, student development centers, and the like.

## Criteria

The following characteristics of an operating center are considered essential, or highly desirable, for the conduct of an interdisciplinary preservice program in career education.

### Administrative Space

It is highly recommended that space be allotted to the overall work of the committee and be boldly labelled as such so that the preservice career education program will have a tangible location as soon as possible. One could comment at length on the psychological and sociological significance of having specific space for a specific program. Space allocation is one measure of the status individuals and institutions give to a program. Space allocation is also one indication of the probable permanence of a given program. There is psychological and sociological value, also, in the Operating Committee being able to meet in a space designated for its functions when it desires.

Display

It is important that the committee have some place to show its wares, i. e., to show what it is doing.

Storage and Access

The Operating Committee will gradually accumulate materials and supplies from various sources, either on a permanent or loan basis. Therefore, it is advisable for the committee to have space designated to house materials, supplies, and records, and to give committee personnel a place to do administrative work in reference to these holdings.

Individualized Instruction Facilities

We recommend, if it is possible, that the operating center selected also be a "learning center." That is, that it be a place where alternative classroom space, seminar rooms, carrels, learning stations, and audio-visual workshop facilities are available for the purpose of individualizing instruction. We recommend this for at least the following reasons:

1. The diversity of enrollment in any class contemplated in an interdepartmental instructional system is so great that individualization to complement and enrich classroom instruction seems highly desirable. Professors desiring to increase exposure for students in specific fields can see that that is accomplished through the learning center, making possible a generic set of courses with individualization as needed. For example, Special

Education considerations beyond the concerns of the non-Special Education student could be handled in the Operating-Learning Center, while Special Education concerns of interest to all could be aired in the classrooms.

2. We in career education are concerned with motivation towards excellence in personal performance. We believe, with others, that variety in instructional approach can help produce and sustain this motivation. Therefore, we believe that we should be part of the effort in education to enhance instruction by individualization when possible.

3. The better learning centers also provide consultation, technical assistance, equipment, and supplies for the local development of audio-visual materials for use in instruction or projects. These services are often provided equally to faculty and students. It is worth mentioning, also, that some learning centers enjoy independent budgets with which they might assist the career education effort on campus.

For at least these reasons, we recommend that the operating center be a learning center, if possible.

Staffing

We recommend that at least one person be assigned by the interdepartmental operating committee to do the administrative-clerical work connected with the on-going activities in the career education operating center.

If the operating center selected is also a learning center, it may be that the center already has personnel to handle the work of the committee and its program. If not, the learning center may be able to obtain additional help through regular participating department budgets, along with whatever assistance is possible from the interdepartmental operating committee itself.

Activities

We recommend that the operating center functions include as many of the following activities as possible. The operating center staff and/or committee members will:

1. Encourage individualized instruction in conjunction with core class work.

2. Schedule individualized instruction conducted at the operating center.

3. Schedule professors for interdepartmental instruction in and out of the operating center.

4. Schedule the infusion of career education units of instruction into selected courses beyond the core of career education courses recommended in this handbook.

5. Advise the Interdepartmental Operating Committee and other participants of the availability of career education materials from federal, state, local, and commercial sources.

6. Obtain career education materials for preview and notify interested parties of the availability of such materials for preview.

7. Coordinate the purchasing power of diverse career related projects and of the departments involved in the interdisciplinary effort in order to build an extensive career education resource collection for the use of all participating parties.

8. Handle purchasing, cataloguing, storage, and circulation of career education materials developed and accumulated by the operating committee.

9. Maintain the materials, equipment, and supplies housed in the center.

10. Keep records of usage of modules, materials, equipment and supplies.

11. Maintain a file of university consultants in career education made available through the Interdepartmental Operating Committee and disseminate that information to the public.

12. Maintain and add to a file of resource persons available to professors and students in career education.

## Curriculum Components

In figure 4.1 we pictured the interdepartmental operating committee conducting its professional career education activities through an interdepartmental operating center. The diagram summarized the curricular components as X core courses, Y extension, courses and Z infusion courses. This section of the handbook comments on these three curriculum components.

## X Core Courses

### Sequence

We recommend six courses to serve as the core of pre-service career education: an introductory course, a career development theory course, a counseling course, a teaching course, an administrative course, and a research course. The introductory and theory courses are background courses preparatory to the specialization of practice courses in the teaching, counseling, administration, and research of career education. All six courses are open to interdisciplinary enrollment. A complete sequence of courses would, therefore, thoroughly ground the educator in career education theory, give opportunity for specialized practice, and acquaint the student with the career education practice of those in related disciplines.

Different interdepartmental operating committees may choose to adopt a greater or smaller number of core courses. Figure 4.2 portrays our suggestions concerning a desirable sequence of six courses. An introductory class leads to an in-depth theory class, followed by professional practice courses.

### Content

#### The Introductory Course

This course serves to introduce educational personnel to the K-Adult spectrum of career education practice today. Attention is given to personal problems encountered by individuals

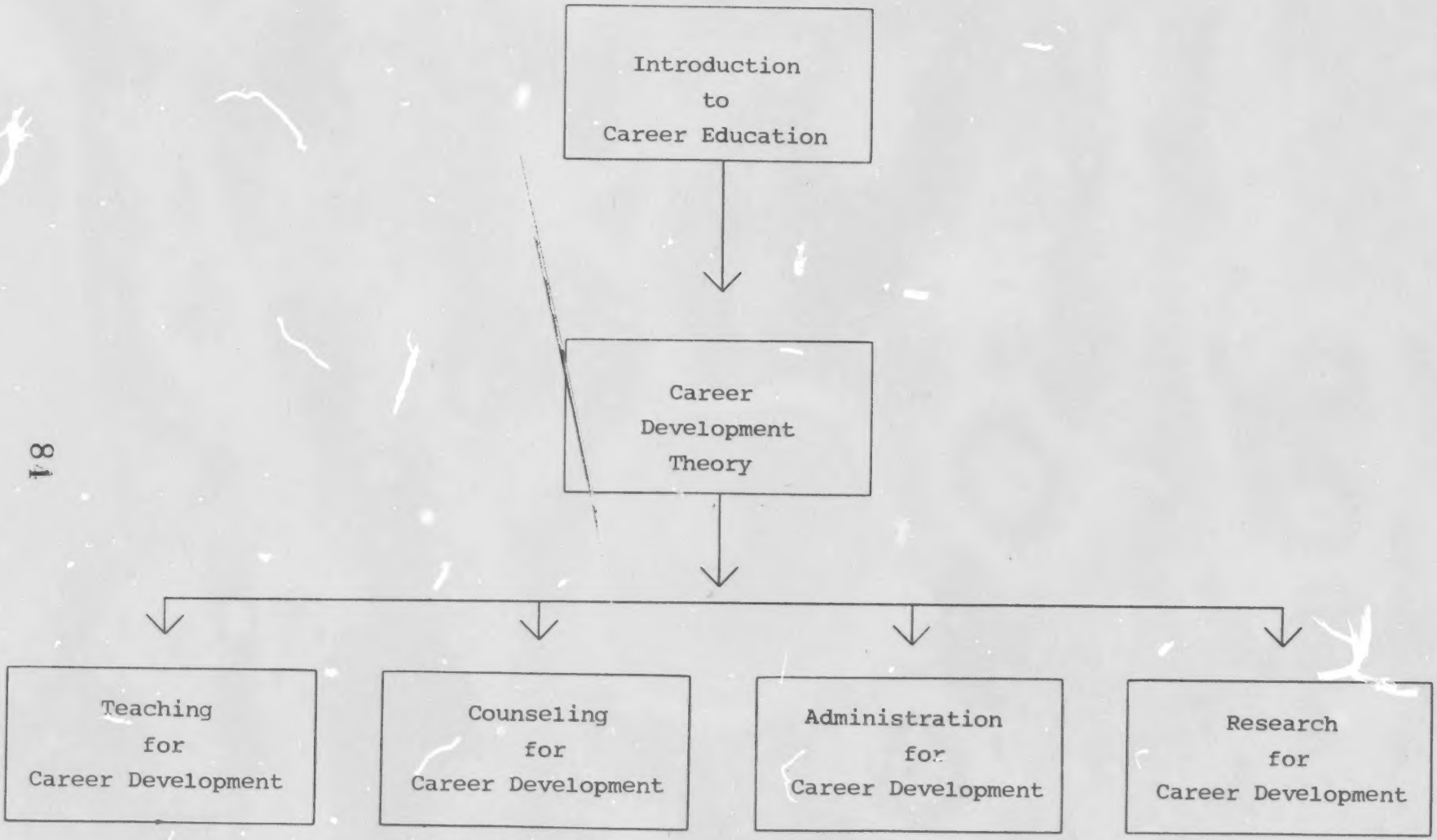


Figure 4.2

Sequence of Recommended Courses for Preservice Preparation in Career Education

during transition between systems. Attention is also given to the system of linkages between major career institutions in society, particularly linkages between the various educational institutions and the institutions of the world of work. Students acquire knowledge of the classification systems pertaining to the world of work. Models of career education instructional systems adopted in Illinois and elsewhere are studied. Introductory material relative to the developmental nature of careers within persons is presented. Students become familiar with modern social, political, and economic movements toward comprehensive concern with careers in this country. Some projections of likely trends in career education are entertained. Possible careers for persons interested in career development itself are highlighted. The "cardinal tenets" of career education, both procedural and philosophical, are identified. Social statistics and projections for our social system having a bearing on thought about careers are reviewed and discussed. Primary authors and instigating figures in career education are discussed.

Direct contact, either by visit or visitor, with as many on-going programs related to career development as possible is highly recommended for this course. This could include work-study people, placement centers, student panels, employment agencies, pertinent research underway, recruiters, authors, public school career education personnel, union leaders, and so on.

Career Development Theory

The course in career development theory should foster an in-depth consideration of the best thinking on career development to date. This course should include theory concerning the interlocking sociological, psychological, political, and economic ramifications of career as well as career development theory. The developmental nature of career in the person, structural matters of importance to career in the social system, and the theory of fortuitous marriage of the self and the social system in career are recommended as the prime considerations here. One should leave this course with an informed appreciation of the personal and social task that is career development today.

This course should also provide a laboratory type experience in which all persons enrolled, regardless of professional discipline, experience a number of the basic practices of theorists in career development. The recommended activities include the identification of basic factors in career development, the study of these factors, the adoption of an organizing point of view concerning those factors, and a synthesis of those factors into an organized theoretical statement in terms of the point of view adopted.

Teaching for Career Development

This course presupposes an orientation to current K-Adult career development practices, and it presupposes an informed

appreciation of the theoretical problems connected with the integration of self and society, as dealt with in the introductory and theory courses.

This course is a laboratory type experience in which all educational personnel enrolled, regardless of professional discipline, experience a number of the basic practices of teachers in career education. The recommended course activities include fusing career development objectives with subject matter objectives, organizing field trips, locating and using resource persons, using the full school and community for teaching, conducting career-oriented teacher-parent conferences, assessing career development in the classroom, utilizing counselors, evaluating career development materials, and individualizing instruction by career interests.

Counseling for Career Development

This course presupposes an orientation to current career development practice in our society, and an orientation to the theoretical problems connected with the integration of self and system in career.

This course is a laboratory type experience in which all persons enrolled, regardless of professional discipline, experience the activities of a counselor in career development. The recommended course activities include assessing individual career interests and abilities, providing accurate career information tailored to the present needs of students, clarifying

student self-perceptions, placement and follow-up work, consulting with teachers on career guidance activities, and counseling with students on personal matters affecting their career development.

Administration for Career Development

This course presupposes an orientation to current career development practice in a society, and an orientation to the theoretical problems connected with the integration of self and system in career.

This course is a laboratory type experience in which all persons enrolled, regardless of professional discipline, experience the activities of an administrator in career development. The recommended course activities include comprehensive program planning and development, requesting grants, practicing the budgetary mechanics connected with state-appropriated monies, developing appropriate evaluations for projects undertaken, developing program cooperation among various professional services, staffing career education programs, attending school board meetings, and working with citizen advisory groups.

Research for Career Development

This course presumes an orientation to current career development practice in our society, and an orientation to the theoretical problems connected with the integration of self and system in career.

This course is a laboratory experience in which all

persons enrolled, regardless of professional discipline, experience a number of the basic practices of researchers in career development. The recommended course activities include designing local career education needs assessments, designing student career maturity assessment programs, designing on-site evaluations of career education programs, selecting commercial research instruments, evaluating career education materials, evaluating outside evaluators, and preparing research reports for local consumption.

## Discussion of Core Courses

### Emphasis on Professional Activity

The emphasis throughout the courses is on appropriate professional activity in each course. This is consistent with our basic career development model (figure 3.1) which presupposes that career development at the university level, especially, means an ever increasing effectiveness in professional activity.

### Emphasis on Interprofessional Activity

The conduct of career education in the public school districts is clearly an interprofessional activity. It requires teachers, counselors, administrators, curriculum workers, and researchers to work together as never before. Working across professional lines during preservice preparation, to establish some concensus on the place of career in education and to become aware

of the work styles of other professionals in career development, will prepare the way for interprofessional career development activity in the districts. To the degree that the career development of students becomes a common concern among the various professions involved in the preservice preparation of educational personnel, a specific organizing point of view can be developed for more interprofessional cooperation in the school districts.

## Developing Career Education Leadership

We know from experience that any educator may be drafted, in the exigency of the hour, to head up career development activity in a school building or district. The leadership role may be assumed by a teacher, a counselor, or administrator, or combinations thereof. Therefore, it is wise to prepare all educators to give career education leadership. For this reason, we wish each preservice person entering the districts to know the professional work generally, and the career development work specifically, of other professionals with whom they will interact in career education in the districts.

## Perspective on Research

We wish to comment on the position of the research course in figure 4.2. It is common to position a research course as in figure 4.3, rather than as in figure 4.2. The position of research in figure 4.2 is supported by our basic career development model (figure 3.1.) The position in figure 4.3

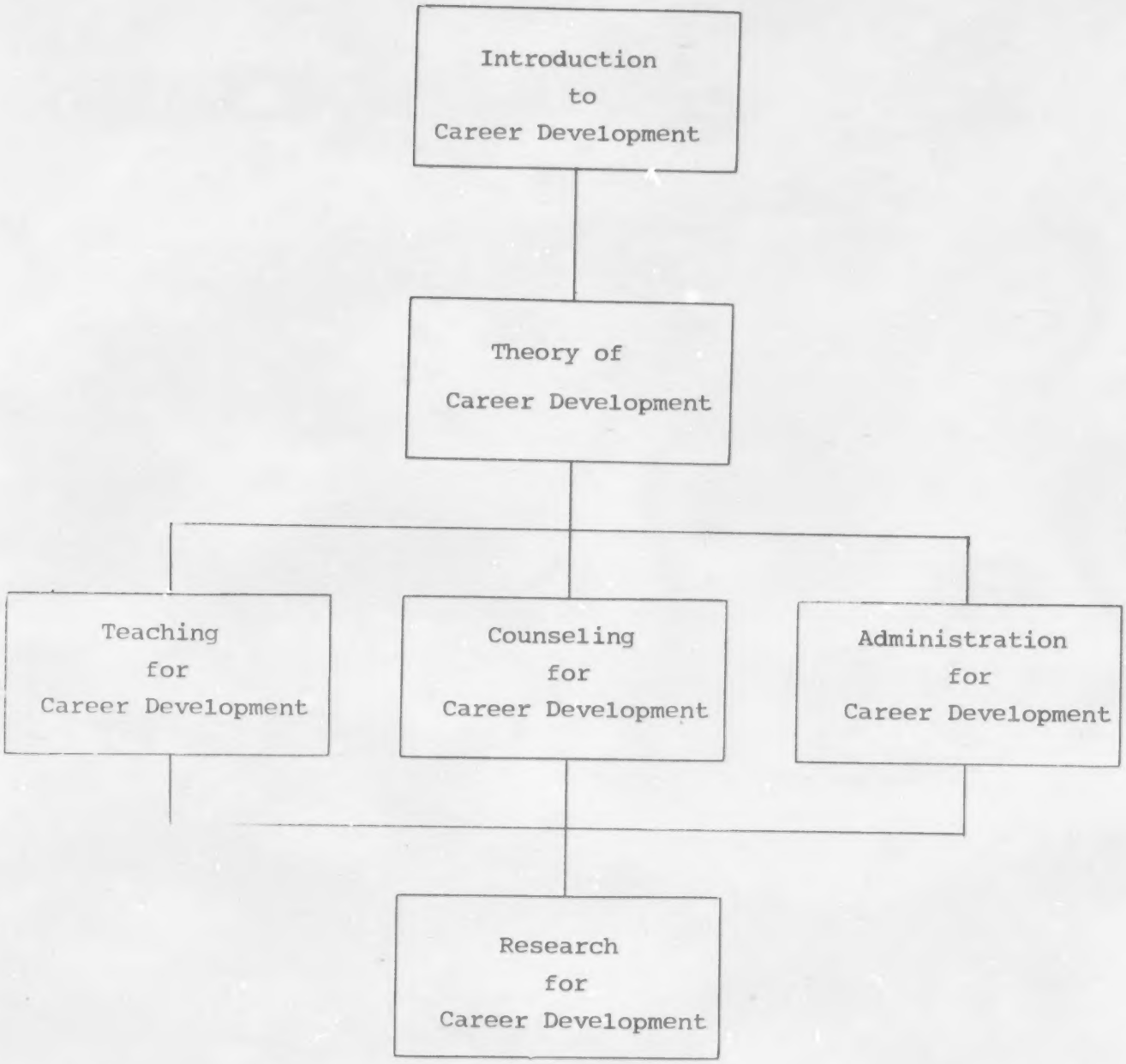
Introduction to Career Development
Theory of Career Development
Teaching for Career Development
Counseling for Career Development
Administration for Career Development
Research for Career Development

Figure 4.3

Location of Research Course in Traditional Course Sequence

is not supported by our basic career development model.

Figure 4.3 suggests that research skills are of a higher order than teaching, counseling, and administrative skills. We think that basic research skill is part of effective professional practice for any certified educator, but we do not perceive research as a higher order skill than teaching, counseling, or administration. It deserves no place of ascendancy. It deserves no special identification with the Ph.D. degree. We place a class on the practice of research on a simple par with classes in the practice of teaching, counseling, and administration.

We do not want to require that every one of our Ph.D's be capable of effective professional practice in research at the doctoral level of competency in research. Research is only one of a number of types of effective practice that a professional educator might engage in. Some candidates elect research as their line of professional practice, but the observable facts are that the great majority do not, and that their research is often a "one-shot deal" to gain the degree for other professional purposes. Therefore, the doctoral degree should be awarded for effective professional practice at the doctoral level in whatever the person's profession--teaching, counseling, administration, curriculum, research, or whatever. That is, let the Ph.D. represent an attained level of professional practice and not a research degree, per se.

Also, we think that giving research an ascendant position

as in figure 4.3, promotes the belief that the best education is almost wholly a matter of having to know before you can act, whereas our career development models contain the view that professionals not only have to know before they can act, but they also have to act before they can really know.

In conclusion, our career development models call for putting research on a simple par with other professional skills, as in figure 4.2, and letting the Ph.D. represent, not a research degree, but an attained level of professional activity in the person's chosen profession.

Concerning "Infusion"

We have taken a particular stance with regard to "infusion" strategies. Those new to career education soon find that many career education practitioners strongly advocate "infusion," i. e., the injecting of some career education into all areas of the curriculum. As an ideal, this conceives of all professors/teachers in all disciplines including some career-related content and practice in their own work.

Career education, in this strategy, is not to be considered a subject to be taught, but a "point of view" which can be infused into all areas of the curriculum. We have no argument with using infusion as a strategy. We do however consider it practical to couple core courses with infusion. We offer the following reasons for this position.

1. Career education may not be a subject, but career development certainly is, as are economics, manpower, sociology, and other disciplines with insights important to career development. There are definite bodies of knowledge to be dealt with, suggesting the appropriateness of courses.

2. Infusion is an inductive process. Its progress toward a curriculum is a matter of accumulating uncoordinated elements for quite a long time. A history professor may adopt a unit here, a math professor there. Then, an English unit on broadcasting, and so on. This pattern is contrary to the usual expectations put upon administrators of programs, who are expected to work more deductively, i. e., to develop a plan and implement it. Also, it is a major administrative task to indentify career development activities room by room or professor by professor, to specify their outcomes, and to coordinate them into something to be called a program, taking into account course section differences, turnover in personnel, competing priorities, and many other factors.

3. The career development of educators, we have claimed, is a matter of the development of the power to act effectively in professional activity. We think that the consistent development of practice may often suggest the desirability of courses.

4. Under a pure infusion system, the student has less, not more, control of his or her own learning. Infusion leads to diffusion, which can lead to confusion. The student, in order to

educate him or herself in career development theory and practice, would have to know where all the diffuse (infused) elements of such a curriculum were, and apply wizardry to his or her schedule to register for them all in proper scope and sequence. The student has more power over his or her own learning in an identifiable course situation than in a diffusion situation.

We do not reject infusion. We simply advocate coupling it with core courses. Let the core courses provide a "screen" through which all preservice personnel may pass to be assured of certain basic and common learnings, and then let's also have all the infusion we can possibly manage besides. Similar comments could be made concerning strategy in the public schools. Therefore, we wish our graduates to experience the "core plus infusion" strategy, and to carry it to the districts, rather than the "pure infusion" strategy.

## Y Extension Courses

The argument in favor of having a core of courses on campus is strengthened in view of the expanding role of university extension offerings in the modern era. The growth of adult education, the development of career education resource centers, the increasing number of working professionals seeking available classes in career education, and the simple demand of university publics for more convenience in offerings in general, all combine to make it highly advisable to develop all core courses with an

eye toward using these courses, or portions thereof, on extension.

### Z Infusion Courses

One of the suggestions we have here is to develop the core courses with an eye toward taking units, modules, or whatever out to other courses on and off campus. The operating committees on various campuses will readily identify appropriate places for infusion into other courses beyond the core.

Infusion may be accomplished on the campus by taking modules to other courses, or by arranging individualized learning activities in a learning center for use by students enrolled in courses outside of the core. The operating committee may also prepare materials and activities to be used by professors wishing to conduct "Directed Individual Study" in career education.

The planning and implementation of such infusion efforts, plainly, is an administrative responsibility of sizeable proportion. It makes the desirability of an operating center and assigned help all the more apparent.

Infusion also suggests that the committee must commit itself heavily to the development of many modules and learning packages beyond those developed in the core courses. And, the committee must be prepared to work with professors who desire to become involved with career education on an infusion basis.

Because of the greater administrative commitment required in infusion, we recommend the following sequence in the develop-

ment of the overall preservice program in career education. First, the core courses, then the extension offerings. Then, building on what you have, extending out into the university via infusion, and via cooperation with other existing courses already having career education content and practice in them. That is, part of the infusion strategy is to assess what career education is already going on on campus. In our estimation, there is plenty on every campus, though the name "career education" may not always be used in reference to it. It is one of the functions of the operating committee, using the infusion strategy, to locate all these career education elements and to coordinate them, as well as to develop elements to send out to classes.

## Chapter Summary

In chapter 4 we introduced a preservice career education program management model, figure 4.1.

We recommended the formation of an interdepartmental operating committee to conduct an interdisciplinary program in preservice career education. We recommended that this interdepartmental committee locate an operating-learning center for the conduct of its career education program.

We suggested that six courses be developed to form the instructional core for a preservice career education program. We offered suggestions concerning the content of these courses. We discussed five topics related to the core courses; i. e., emphasis

on professional activity, emphasis on interprofessional activity, developing career education leadership, a perspective on research, and a discussion concerning "infusion."

We commented briefly on extension offerings and concluded with remarks concerning on-campus infusion efforts.

# CHAPTER 5

# RESOURCES FOR AN INSTRUCTIONAL SYSTEM

## Introduction

In chapter two we discussed career education as the effort of one sector of our society to bring about self-system integration, to the satisfaction of both self and system. In chapter three we presented a career development process model from which we also derived a career development program model and an interpersonal career facilitation model. In chapter four we offered suggestions for the management of university level career education programs.

This chapter contains an organized selection of appropriate preservice career education goals and objectives and some references to guides to assessed career education material.

## Goals and Objectives

This section contains instructional goals and objectives than can be used by an interdepartmental operating committee or by individual university professors for planning courses and modules in preservice career education. The goals are arranged in nine categories:

1. Process
2. Theory and Knowledge
3. Assessment
4. Awareness
5. Decision Making
6. Placement
7. Resources
8. Organization
9. Evaluation

Each goal is accompanied by a set of pertinent objectives. The objectives were arranged according to three suggested levels of instructional progression to aid those who may wish to program in levels. The section concludes with some references to other sources containing career education instructional goals and objectives. We have consulted these other works and the work of our colleagues at Northern Illinois University in developing this section of goals and objectives.

## Process

Goal: An understanding of the interpersonal career facilitation model which is presented in chapter three of A Handbook for the Preparation of Educational Personnel in Career Education.

Objectives:

(I) 1. Read and study the interpersonal career facilitation model described in chapter three of this manual.

(I) 2. Describe at least three ways in which you can make use of the interpersonal career facilitation model.

(I) 3. Explain the interpersonal career facilitation model to a member of your class.

(II) 4. Explain the interpersonal career facilitation model to several teachers, counselors and/or administrators in your school district and write a brief summary of their comments and reactions.

## Process

Goal: An understanding of the goal setting phase of the interpersonal career facilitation process which is presented in chapter three of A Handbook for the Preparation of Educational Personnel in Career Education.

Objectives:

(I) 1. Define "goal" and describe some reasons for the use of goals in the interpersonal career facilitation process.

(I) 2. Outline the process one goes through in setting a goal.

(I) 3. Write a paper discussing the factors influencing personal selection of goals.

(I) 4. Describe some of the characteristics of a well-written goal.

(I) 5. Write a series of sample personal career development goals.

(I) 6. Describe ways in which you can assist others in setting career goals.

## Process

Goal: An understanding of the assessment phase of the interpersonal career facilitation process which is presented in chapter three of A Handbook for the Preparation of Educational Personnel in Career Education.

Objectives:

(I) 1. Tell orally what is meant by the assessment phase of the interpersonal career facilitation process.

(I) 2. Participate in a group discussion focusing on the kind of information that would be valuable in this type of assessment.

(I) 3. List ways in which this kind of assessment information can be attained.

(I) 4. Explain in writing why the facilitator's and student's cycles have been particularly joined at the assessment phase of the interpersonal career facilitation process.

## Process

Goal: An understanding of the planning phase of the interpersonal career facilitation process.

Objectives:

(I) 1. Tell orally what is meant by the planning phase of the interpersonal career facilitation process.

(I) 2. Describe the process you personally go through in planning for action.

(I) 3. List some of the characteristics of a well-designed plan.

(I) 4. Design a plan for action related to one (or more) of your personal career goals. Carry out the plan and write a paper discussing the strengths and weaknesses of the plan you designed.

## Process

Goal: Skills for facilitating the career development of others according to the interpersonal career facilitation model which is presented in chapter three of A Handbook for the Preparation of Educational Personnel in Career Education.

Objectives:

(I) 1. Participate in a group discussion concerning the ways in which a student and a facilitator can be involved with each other during the interpersonal career facilitation process.

(I) 2. Tell your small group the purposes of the direct assistance meetings that take place between the student and facilitator (teacher, counselor or administrator) during the interpersonal career facilitation process.

(I) 3. List some of the activities that might take place during a direct assistance meeting between a student and facilitator.

(II) 4. Choose a partner in class and assume the roles of facilitator and student. Assist each other in one aspect of career development through the interpersonal career facilitation process described in the model. At the end of the process evaluate each other with

regard to the roles of facilitator and facilitated.

(III) 5. Find a person who will volunteer some time each week for a semester and assist the individual in his or her own career development through the interpersonal career facilitation process described in the model.

## Process

Goal: Skills in record keeping to be used in facilitating the career development of others.

Objectives:

(I) 1. List some types of information that would be beneficial to maintain in a continuous record when facilitating the career development of others.

(I) 2. Review several different methods of record keeping.

(II) 3. Design your own method of record keeping. Describe its advantages and disadvantages.

(III) 4. Using the method of record keeping that you designed, maintain a continuous record of another person's career development for a period of at least two months.

## Theory and Knowledge

Goal: An understanding of career development.

Objectives:

(I) 1. Read and discuss in small groups some major career development theories (Ginzberg, Holland, Roe, Super, Tiedeman and O'Hara).

(I) 2. Identify, outline and compare the important elements of the career development theories studied. Write a short summary for each theory in your own words.

(I) 3. List elements that you believe are important in career development.

(I) 4. Briefly describe your own theory of career development.

(II) 5. Briefly report on what the theorists studied (or others) have done to verify their proposed career development theories.

(II) 6. Compare and contrast in writing at least five major career development theories. Conclude by indicating what theory(ies) you believe to be most valid and discuss the reasons for your choice.

(II) 7. Write a detailed history of your own career development.

(II) 8. Write a thorough exposition of your own theory of career development.

(III) 9. Read and summarize some of the major longitudinal studies in the field of career development (Super's Career Pattern Study, Gribbons and Lohne's Study of

Readiness for Vocational Planning, Crites' Vocational Development Project. Project TALENT, Cooley's research, etc.).

(III) 10. Trace the career development of a small group of students and write a paper which discusses specific ways in which their development was, and could have been, facilitated.

## Theory and Knowledge

Goal: An understanding of the vocabulary of career education

Objectives:

(I) 1. Construct a list of terms frequently used in the literature pertaining to career education.

(I) 2. Review definitions that have been proposed for important terms in career education literature. From this review, select those definitions which seem most appropriate to you and keep a record of them.

(I) 3. Write your own definitions for career education terms.

(II) 4. Write a paper discussing the relationship between career development and career education in which you make use of the basic terms used in career education.

## Theory and Knowledge

Goal: An understanding of how career development and child development are related and how the concepts of both are applied in career education.

Objectives:

(I) 1. Review several child development theories and identify the major concepts.

(I) 2. Review several career development theories and identify the major concepts.

(I) 3. List ways in which basic concepts of child development are correlated to those of career development.

(II) 4. Write career education objectives based on concepts of child and career development.

(II) 5. Plan an activity or a unit of instruction that includes materials and objectives based on concepts of child and career development.

(III) 6. Construct a detailed timeline which reflects the interrelatedness of child and career development. Using the timeline as a reference base, write a paper proposing what the basic aims of career education should be at every level and include suggestions as to how these aims could be carried out.

## Theory and Knowledge

Goal: An understanding of current issues in the field of career education.

Objectives:

(I) 1. Identify at least five issues in the field of career education and describe their current status.

(I) 2. Participate in a debate or panel discussion related to one of the current issues in career education.

(II) 3. Interview at least three people who are involved in career education and ascertain their stance on one of the current issues.

(II) 4. Write a paper in which you summarize current information and authoritative opinion on one issue. Choose a position and support your belief.

## Theory and Knowledge

Goal: An understanding of career education programs.

Objectives:

(I) 1. Read and discuss in groups various descriptions of career education programs that have appeared in books or articles in recent years.

(I) 2. Compile a list of factors that describe what a career education program is.

(I) 3. Write your own definition of a career education program.

(II) 4. Identify typical goals for a comprehensive career education program.

(II) 5. Write a paper discussing the difference between a career education program and a vocational education program.

(II) 6. Study the design of at least two career education programs. Write a brief summary of each.

(II) 7. Outline an ideal career education program for a school district of your choice.

(III) 8. Develop a detailed proposal of a one and five year plan for a career education program at any level.

## Theory and Knowledge

Goal: An understanding of the career education movement in the United States.

Objectives:

(I) 1. Compile a list of statistics (economic, education, work force, etc.) that reflect a need for career education.

(I) 2. Make an outline depicting the various philosophical, social and economic factors leading up to the recent career education movement.

(I) 3. List ways in which federal, state and local governments have influenced the career education movement.

(I) 4. Write a collection of brief sketches about the key figures in the career education movement.

(II) 5. Research and write a paper that traces the development of the career education movement.

(III) 6. Write a paper which predicts in detail the short and long range future development of the career education movement. Support the predictions being made, as much as it is possible to do so.

## Theory and Knowledge

Goal: An understanding of the implications of career education for special groups.

Objectives:

(I) 1. Describe stereotypes associated with race, age, sex and religion as they relate to career development.

(I) 2. Read and summarize several sources discussing the implications of career education for different special groups such as gifted, talented, handicapped or disadvantaged students.

(II) 3. Participate in a panel discussion regarding the career education of a special group.

(II) 4. Write a career education lesson plan for working with a special group. Design activities and choose materials for it.

(III) 5. Create a career education program specifically designed for students of a special group.

## Theory and Knowledge

Goal: A knowledge of prominent criticisms of career education.

Objectives:

(I) 1. Read and discuss in class at least three articles containing criticisms of career education.

(II) 2. State at least three criticisms of career education. Write a rebuttal to each. Support your position by including references.

(II) 3. Participate in an in-class debate concerning one criticism of career education.

## Theory and Knowledge

Goal: Knowledge of occupational clustering schemas.

Objectives:

(I) 1. Orally describe the various occupations you have had and list the skills required for each one.

(I) 2. Briefly describe each of the fifteen United States Office of Education occupational clusters.

(I) 3. Briefly describe the Illinois Office of Education occupational clusters.

(I) 4. Briefly describe the clustering of occupations used in the Dictionary of Occupational Titles (DOT).

(I) 5. Briefly describe the occupational clustering schema developed by Anne Roe.

(II) 6. Select at least two occupations from each of three clusters and describe entry requirements, work activities, expected salary, benefits and the employment outlook for each. Cite the sources used to obtain this information.

(II) 7. Choose a cluster and design a sample lesson unit to familiarize students of a particular age level with occupations from that cluster.

(II) 8. Discuss the relationship between occupations and personal lifestyles.

(III) 9. Conduct occupational role-playing activities or other simulation activities with students.

## Assessment

Goal: To select, administer, score and interpret instruments used for needs assessment in career education program planning.

Objectives:

(I) 1. Compile a list of sources of information on needs assessment instruments that could be used in career education program planning.

(II) 2. Investigate several career education needs assessment instruments and briefly report on the use of each one.

(II) 3. Select one career education needs assessment instrument and write an in-depth report on it.

(III) 4. Administer, score and interpret one needs assessment instrument with a group of students, and prepare a written report describing how the results could effect career education program planning for these students.

## Assessment

Goal: Skills to collect and analyze needs assessment data to be used in career education program planning.

Objectives:

(I) 1. List the types of data that would be useful for assessing needs for career education.

(I) 2. Give two examples of needs assessment studies that have been done in the field of career education.

(I) 3. Identify methods of collecting and analyzing data for assessing needs in relation to career education.

(II) 4. Propose a plan for needs assessment in a setting of your choice.

(III) 5. Implement a needs assessment study in a setting of your choice and report on the results.

## Awareness

Goal: Self-awareness as it pertains to career development.

Objectives:

(I) 1. Keep a journal of personal thoughts and feelings about yourself for a short period of time and then indicate how these are related to your career development.

(II) 2. Participate in several individual and group self-awareness activities in class. Following these, orally discuss the value of these types of activities for career development.

(II) 3. Discuss the relationship between self-awareness and career awareness.

(II) 4. Design an instructional unit, for use at a particular level, aimed at increasing the student's understanding of self (in terms of interests, abilities, attitudes, values, needs, etc.) in relation to personal career development.

## Awareness

Goal: Educational awareness as it pertains to career development.

Objectives:

(I) 1. Describe in writing at least five ways in which formal education has prepared you for activities outside of the school setting.

(I) 2. Compile a list of possible school-sponsored activities designed to take place out of the classroom which would promote the career development of students.

(II) 3. Interview leaders of local businesses and community organizations concerning how the school could work with these groups to promote the career development of students. Orally report the interviews to the class.

(II) 4. Choose one of the United States Office of Education occupational clusters. Make a detailed outline of ways in which all levels of school could institute career planning activities for that cluster of occupations.

(II) 5. Write a paper discussing the connections between educational awareness and career development.

## Awareness

Goal: Social awareness as it pertains to career development.

Objectives:

(I) 1. List at least five ways in which family members or friends have influenced your career development.

(I) 2. Participate in group activities aimed at developing social awareness. Following these, orally discuss the value of these types of activities for career development.

(II) 3. Discuss how the major career development theorists you studied treated the social aspects of career development.

(II) 4. Identify the relationship between social awareness and career development.

(III) 5. Write a paper on the sociological relationship of the self and the social system in career development. Discuss roles, positions, norms, ideals, sanctions, power, status, communication, and/or other sociological factors.

## Awareness

Goal: Career awareness as it pertains to career development.

Objectives:

(I) 1. Formulate your own definition of career awareness.

(I) 2. Read and discuss various definitions of career awareness.

(II) 3. Compile a list of some of the major elements of career awareness.

(II) 4. List some of the factors contributing to the development of career awareness.

(II) 5. Describe the roles of teacher, counselor and administrator as facilitators in the development of career awareness in students.

(II) 6. Describe the relationship of career awareness and career development.

## Awareness

Goal: Economic awareness as it pertains to career development.

Objectives:

(I) 1. Define economics, labor, the market system and other commonly used economic terms.

(I) 2. List at least five ways in which economic factors have affected your career development.

(I) 3. Compile a list of sources containing economic information that would be useful in career education.

(II) 4. Identify at least five economic factors in career decision making.

(II) 5. Describe the present, and probable future, labor market for the different occupational clusters.

(II) 6. Design and implement an activity aimed at developing students' economic awareness.

(II) 7. Participate in a panel discussion concerning manpower needs and employment trends at the local, state and national levels.

(III) 8. Develop lesson plans which focus on the roles which the market system, economic instability, economic growth and change play in determining career choice.

## Decision-Making

Goal: An understanding of how past experiences influence career decision-making.

Objectives:

(I) 1. Discuss in class some types of life experiences that significantly affect career decision-making.

(I) 2. Construct a timeline from birth until now and locate on it five significant experiences in your life. Describe how these experiences affected your career decisions.

(II) 3. Design an activity for an age group of your choice that demonstrates how past experiences influence career decision-making.

(III) 4. Write a career autobiography that consists of a collection of personal life events, i. e., leisure and work experiences, important people in your life, personal rewards and frustrations in your life, etc., that are both good and bad. Describe these events in terms of your feelings about them and what you have learned from them. Hypothesize about how these events have, and might, influence your career decision-making.

## Decision-Making

Goal: An operational knowledge of differentiation, integration and hierarchical restructuring.

Objectives:

(I) 1. Define differentiation, integration and hierarchical restructuring.

(II) 2. Participate in a group discussion focusing on what part differentiation, integration and hierarchical resturcturing play in career decision-making.

(II) 3. Describe several personal examples of how you have used differentiation, integration and hierarchical restructuring.

## Decision-Making

Goal: An understanding of choice.

Objectives:

(I) 1. List factors that affect choice.

(I) 2. Discuss in class the importance of choice in personal career development.

(II) 3. Describe the developmental nature of choice capability.

(II) 4. Write a paper explaining how choice is treated in each of the major career development theories studied.

(II) 5. Describe how choice is treated in your own career development theory.

## Decision-Making

Goal: An understanding of the decision-making process.

Objectives:

(I) 1. Read and discuss several decision-making models (Tiedeman, Miller-Tiedeman, Gelatt, and others).

(I) 2. Analyze a recent personal decision. Compare the steps you went through in making the decision to the processes described in the decision-making models you studied.

(II) 3. Outline the process that best describes your most frequently used personal decision-making strategy. Create a model of it. Suggest ways in which this strategy might be improved.

(II) 4. Select four people of various ages and review with them two decisions they have made recently. Describe the decision-making strategies that each used. Compare and contrast these different strategies and suggest ways in which they could be improved.

(II) 5. Participate in a small group activity in which you experience the making of a group decision.

(II) 6. Write a paper discussing the similarities and differences between individual and group decision-making.

(III) 7. Develop a personal theory of decision-making, drawing freely on the theories you have read if you wish. Design a model to accompany your theory.

## Decision-Making

Goal: Knowledge of some ways to facilitate the development of decision-making skills in others.

Objectives:

(I) 1. Describe the roles of teacher, counselor, and administrator as facilitators for the student's development of decision-making skills.

(I) 2. Compile a list of games, audio-visual materials, activities and techniques that can be used to teach decision-making skills. Demonstrate the use of at least one of them in class.

(II) 3. Plan and implement small group activities in which students experience making group decisions regarding some career-related problem situations.

(II) 4. Design a series of lessons and activities for a particular age group to familiarize students with the steps involved in a decision-making process.

(III) 5. Plan and implement three individualized activities in which students experience and focus on movement through the steps involved in a decision-making process

## Decision-Making

Goal: Knowledge of the use of computer systems to facilitate the development of decision-making skills in persons.

Objectives:

(I) 1. Read and discuss how computer systems are being used to teach people decision-making skills. Prepare a detailed explanation of how the skills are taught by at least two different computer methods.

(II) 2. Experience, or if not possible, simulate use of a computer system designed to teach decision-making skills.

(II) 3. Participate in a panel discussion focusing on the advantages and disadvantages of using computer systems to teach decision-making skills.

(II) 4. Write a newspaper feature article in which you predict the future use and importance of computer systems in the teaching of decision-making skills.

(III) 5. Design a research project to study the effects of using computer systems in the teaching of decision-making skills.

## Decision-Making

Goal: Knowledge of how guidance programs can facilitate the development of decision-making skills in persons.

Objectives:

(I) 1. Describe the role of guidance programs in the development of decision-making skills.

(II) 2. Participate in a group guidance activity aimed at developing decision-making skills. Report on your experience.

(II) 3. Visit a school that has guidance programs aimed at developing decision-making skills. Interview some of the leaders and observe the program in progress.

(III) 4. Write a program proposal describing how individual and group guidance can be used to help people develop decision-making skills.

(III) 5. Design and implement a short term group guidance program focusing on the development of decision-making skills.

## Placement

Goal: An understanding of placement services.

Objectives:

(I) 1. Describe various types of placement services.

(I) 2. Describe the roles of teachers, counselors, and administrators in placement work.

(II) 3. Interview several staff members at a placement center. Construct an outline of their services and how they provide them.

(II) 4. Survey a group of employed adults to find out what type of placement services they have used and found to be of value to them in the past, both in and out of the school setting.

(III) 5. Design an operational model for placement services in a setting of your choice.

## Placement

Goal: A knowledge of financial aids available for students.

Objectives:

(I) 1. List different types of financial aids that are available for all forms of continuing education.

(I) 2. List sources that can be used to obtain information regarding financial assistance.

(II) 3. Fill out several different financial aid applications. Write a brief report discussing the forms and the procedures for filling them out.

(II) 4. Write to federal, state and local government offices to obtain information regarding financial assistance.

(II) 5. Visit the high school in your district to view financial aids information and to discuss with the counselors the procedures involved in obtaining financial assistance.

(II) 6. Interview a financial aids director at a local trade school, junior college, college or continuing education setting of your choice.

## Placement

Goal: Knowledge of how to collect and disseminate placement information.

Objectives:

(I) 1. Tell what types of information would be valuable in a placement service.

(I) 2. List ways in which placement information can be collected and disseminated.

(II) 3. Design sample placement newsletters and bulletins for various school settings.

(II) 4. Visit schools which have computerized placement information systems. Use the system and write an evaluation of it.

(II) 5. Describe ways in which students can be involved in the collection and dissemination of placement information.

(III) 6. Visit a placement center and interview some staff members there. Outline their procedures for collecting and disseminating placement information.

Placement

Goal: Skills in preparing a resume.

Objectives:

(I) 1. Read and discuss several sample resumes.

(I) 2. List the elements of an effective resume.

(I) 3. Write a personal resume and present it in a group for evaluation. Rewrite the resume incorporating some of the suggestions made by the group.

(II) 4. Write a letter to a friend explaining why he or she should have a resume. Include some helpful suggestions on how to write one and how to use one.

## Placement

Goal: Job interview skills.

Objectives:

(I) 1. Write the transcript of a hypothetical job interview.

(I) 2. Compile a list of skills that are important to an applicant during a job interview.

(II) 3. Interview or survey local employers to determine what qualities they look for in a job applicant during an interview.

(II) 4. Search resource materials and compile a list of aids that are helpful in preparing for job interviews.

(II) 5. Role play job interviews, assuming the role of employer as well as job applicant, and evaluate the results. (Use the hypothetical transcripts developed in objective one, above.)

(III) 6. Write a detailed manual designed to prepare students for job interviews.

## Placement

Goal: Knowledge of productive work habits.

Objectives:

(I) 1. Compile a list of personal work habits that are important in securing and maintaining a job.

(I) 2. Identify ways in which students can be assisted in developing productive work habits while in school.

(II) 3. Survey local employers to determine what work habits they consider to be most important for their employees.

(II) 4. Design a series of individual and group activities aimed at developing work habits in students.

(III) 5. Design a research project to study some factor(s) influencing the development of productive work habits.

## Placement

Goal: An understanding of factors that contribute to job satisfaction.

Objectives:

(I) 1. Define in your own terms what is meant by job satisfaction.

(I) 2. Describe a variety of factors that influence job satisfaction.

(II) 3. Read and discuss some of the studies that have been done regarding job satisfaction.

(II) 4. List all the conditions that would contribute to making a job personally satisfying for you. Construct a hierarchy of these conditions.

(III) 5. Participate in an in-class auction of working conditions. After the auction, discuss in groups what you have learned about yourself and others in relation to job satisfaction.

(III) 6. Design and implement a research project to study some aspect of job satisfaction.

## Resources

Goal: Proficiency in selecting, using and evaluating materials for use in career education programs.

Objectives:

(I) 1. List types of resource materials that could be of value in a career education program.

(I) 2. Compile a list of sources that can be used to determine what career education resource materials are available. Rate the usefulness of each source.

(II) 3. Propose procedures that should be followed for the selection and evaluation of career education resource materials.

(II) 4. Survey school personnel to determine what types of career education resource materials they think are needed.

(II) 5. Devise a system for school personnel to report their evaluations of resource materials related to career education.

(III) 6. Select at least three different career education resource materials and use them appropriately in a school setting. Evaluate the effectiveness of the materials. Suggest any improvements that could be made in the materials or in the use of them.

## Resources

Goal: Knoweldge of school-based resources and of ways to use them in planning and implementing career education programs.

Objectives:

(I) 1. Compile a list of the types of individuals (teacher, counselor, librarian, etc.) in a school system. Describe the role of each in planning and implementing career education programs.

(II) 2. Compile an indexed list of materials available in the school district that might be used in a career education program.

(II) 3. List all the extracurricular activities and clubs at a school and tell what functions they have in career education. Suggest several activities or clubs that might be of further value to a career education program.

(II) 4. Survey school personnel to discover what skills or knowledge they have that could contribute to the planning and/or implementing of a career education program.

(III) 5. Propose a plan for a career education committee composed of school personnel. Include a description of its purpose, authority, members, activities, etc.

(III) 6. Design a career resource center for a school setting of your choice.

## Resources

Goal: Knowledge of community based resources and of ways to utilize them in the planning and implementation of career education programs.

Objectives:

(I) 1. Compare the roles of the school and the community in career education.

(I) 2. Compile a list of types of individuals in the community (parents, employers, government officials, etc.) and describe the role of each in the planning and implementation of career education programs.

(I) 3. Identify components of a parental involvement program.

(II) 4. Compile a list of agencies in the community and describe the role of each agency in the planning and implementation of career education programs.

(II) 5. Interview members of several different volunteer organizations in a community and report on ways in which they can function as a career education resource.

(II) 6. Survey a community and construct a list of possible sites for local career education field trips.

(II) 7. List the various local or national youth organizations that relate to career education. Describe the career education activities of these organizations.

(III) 8. Graphically develop an adequate system of advisory councils for a district career education program and

describe the activities each council might become involved with in planning and implementing a career education program.

(III) 9. Select a community and create a comprehensive community resource manual to be used as a tool in the planning and implementation of career education programs for that community.

(III) 10. Diagram a channel of communications through which school personnel and community members can contribute information pertinent to a career education program.

## Organization

Goal: An understanding of how federal legislation and state guidelines affect local career education program planning.

Objectives:

(I) 1. Describe at least five ways in which federal or state government can affect career education program planning.

(I) 2. Briefly compare the Comprehensive Career Education Model developed at Ohio State University and the career education model developed by the State of Illinois.

(II) 3. Present a brief synopsis of the manner in which federal legislation in 1963, 1968, 1971, 1975, and 1976 has affected program planning at the local level.

(II) 4. Present a brief synopsis of the Illinois state guidelines regarding career education programs.

(III) 5. Describe the activities (including personnel and important materials) that occur in each phase of the Illinois Three-Phase System of Evaluation.

(III) 6. Describe the new dimensions to program planning that have resulted from the Three-Phase System and their implications for local districts and the Illinois Office of Education.

## Organization

Goal: Proficiency in planning career education programs for a variety of settings.

Objectives:

(I) 1. List and describe the components of a career education program plan.

(I) 2. Write a paper in which you discuss the meanings of career awareness, career orientation and career preparation. Discuss the significance of each of the terms as it relates to career education program planning.

(II) 3. Describe an adequate career awareness program for elementary grades. Include overall program goals, content, student learning activities, personnel involved, equipment used, and students served.

(II) 4. Describe an adequate career orientation program for middle schools. Include all of the aspects of the program listed in objective three.

(II) 5. Describe an adequate secondary level vocational education program, in-school and community based. Include all of the aspects of the program listed in objective three.

(II) 6. Describe an adequate comprehensive post-secondary career education program, in-school and community based. Include all of the aspects of the program

listed in objective three.

(III) 7. Design a local district one and five year plan for career education according to state guidelines.

## Organization

Goal: Competency at writing program objectives to be used in the planning of career education programs.

Objectives:

(I) 1. Describe each of the three components of a program management objective.

(I) 2. Write five program management objectives that contain the three necessary components.

(II) 3. List ten or more sources of input for developing program management objectives for career programs.

(II) 4. Detail procedures, activities and forms for using program management objectives in total program planning and in program and staff evaluation.

(II) 5. Recommend procedures, activities and forms for a team approach to developing program management objectives for a local one and five year plan.

(III) 6. Write a one and five year plan for one component of a nearby school district. Consult with that district in doing so.

## Organization

Goal: An understanding of the roles of various people involved in the implementation of career education programs.

Objectives:

(I) 1. Describe in detail the roles as you understand them of the following types of individuals in career education.

| | |
|---|---|
| student | career education director |
| parent | principal |
| teacher | superintendent |
| department chairmen | board of education |
| guidance personnel | advisory councils |
| school staff | local employers |

(I) 2. Identify specific tasks associated with each of the roles described above.

(II) 3. Describe mechanisms for involving each of these types of individuals in planning a career education program and specify the types of input they can be expected to provide.

(III) 4. Interview five persons with roles listed in objective one. Let them describe their roles in career education as they understand them.

## Organization

Goal: Skills needed to plan effective inservice training programs for career education.

Objectives:

(I) 1. Describe activities that could be offered in an inservice training program for career education.

(I) 2. Compile a list of community and state persons that can be drawn upon as resource people in inservice programs.

(II) 3. Contact state and national professional organizations regarding suggestions for inservice career education programs.

(II) 4. Design or locate instruments that can be used to assess:

1) Knowledge of the staff regarding career education.

2) Interests of the staff regarding career education.

3) The effectiveness of career education inservice programs.

(III) 5. Visit and participate in career education inservice programs in several school districts. Write an evaluative report on these programs.

(III) 6. Design in detail a career education inservice program for the staff of a specific school.

## Organization

Goal: Knowledge of the financial requirements of career education.

Objectives:

(I) 1. Identify at least five components of career education and describe the expenditures needed to support them.

(II) 2. List ways in which reimbursement can be sought for various career education expenditures.

(II) 3. Review a local district budget and identify items related to career education.

(II) 4. Interview a financial director and a career education director in a local school district to gain some knowledge of the financial requirements of a career education program.

(III) 5. Develop a one year itemized budget for the implementation of a career education program at a specific school.

## Organization

Goal: An understanding of Illinois state guidelines for program reimbursement.

Objectives:

(I) 1. Describe the types of elementary, secondary and adult career education programs that are eligible for reimbursement from the Illinois Office of Education.

(II) 2. Define each factor included in the Illinois Office of Education formula for reimbursing career programs.

(II) 3. Compute the amount of reimbursement that would be provided to a local district for a particular career program.

(II) 4. Describe at least four types of special contractual arrangements with the Illinois Office of Education that provide for reimbursement to the local education agency for career education program expenditures.

## Organization

Goal: A functional knowledge of career education research.

Objectives:

(II) 1. Describe ways in which research can be used in career education.

(II) 2. Read and discuss in class some of the major career development research studies and the implications these studies may have for you and your school.

(III) 3. Describe some major research tools and measures used in career development research.

(III) 4. Use a career development research tool or measure in a small-scale career education research study and write a report on the results.

(III) 5. Design a detailed career education research study and write a grant proposal for it.

## Evaluation

Goal: Skills needed to assess the career development of individuals and groups.

Objectives:

(I) 1. Read and discuss several career development theories.

(I) 2. Identify elements of personal career development.

(I) 3. Compile a list of instruments, aids and techniques that can be used to assess the career development of individuals.

(II) 4. Select a method of assessment and use it to assess the career development of one student.

(III) 5. Design a program to assess the career development of a group of students at a particular level and estimate the costs, time, personnel and space needed for its implementation.

(III) 6. Implement a program to assess the career development of a group of students at a particular level and report the findings.

## Evaluation

Goal: Skills needed to evaluate the effectiveness of a career education program.

Objectives:

(I) 1. Identify the components of a career education program.

(I) 2. Propose criteria for what constitutes an effective career education program.

(I) 3. Compile a list of techniques and instruments that can be used to evaluate the effectiveness of a career education program.

(II) 4. Evaluate the effectiveness of one component of a particular career education program.

(III) 5. Develop a one and five year plan for evaluating the effectiveness of a career education program in a nearby school or district.

## Evaluation

Goal: Skills for collecting and analyzing subjective information to aid in evaluating and planning career education programs.

Objectives:

(I) 1. List some types of subjective information that would be useful in evaluating career education programs.

(I) 2. Describe methods for collecting such information and give examples of how it can be used for future planning.

(II) 3. Collect and analyze subjective information regarding several students and assess their career development according to this information.

(III) 4. Collect and analyze subjective information for a sampling of students in a school and write an evaluation of the career education program based on these findings.

## Evaluation

Goal: To select, administer, score and interpret instruments used for evaluating career education programs.

Objectives:

(I) 1. Compile a list of sources that would provide information on evaluation instruments for career education programs.

(I) 2. Investigate at least five instruments and briefly report on the use of each one.

(II) 3. Select one instrument and write an indepth evaluation of it.

(III) 4. Administer, score and interpret an instrument (or battery of instruments) within an ongoing career education program and prepare a written report of your results for the school district involved.

## Evaluation

Goal: Skills in the use of follow-up studies for the purpose of evaluating and improving all education programs.

Objectives:

(I) 1. List the types of data that would be of value in a follow-up study.

(I) 2. Identify ways in which follow-up data can be used to evaluate education programs.

(I) 3. Identify a procedure to use in gathering follow-up information including any data collection instruments that are appropriate.

(I) 4. Gather follow-up data on several students who have left school.

(II) 5. Plan a follow-up study in a particular setting.

(III) 6. Complete a follow-up study in a particular setting.

(III) 7. Evaluate the results of a follow-up study in terms of the implications it has for all aspects of the existing educational programs in that setting.

## References

Bell, T. H. "An Introduction to Career Education." Journal of Career Education 2 (1975).

Career Education Program Planning, Task Group I. Final Report and Recommendations. DeKalb: Northern Illinois University, June, 1975.

Course Developers. Preservice Career Education Project. DeKalb: Northern Illinois University, 1975.

Illinois Council on Economic Education. World of Work Economic Education Implementation Infusion and Activities Packet. DeKalb: Northern Illinois University, 1975.

Illinois Guidance and Personnel Association, Task Force I. Model Counselor Skills Training Program. DeKalb: Northern Illinois University.

Kregal, J. Perspectives on Career Education: Module Part II. Lawrence: University of Kansas, 1975.

McKinney, L., Dozien, E., Harmon, D., Lynn, J. and Meighan, J. Career Education Personnel Development: Ideas for University Planning. Columbus: Ohio State University, July, 1975.

Odbert, J. T. and Trottern, E. E. Career Education Personnel Model: Final Report. Ann Arbor: University of Michigan, 1974.

Project Pro-CESS Staff. Career Education: An Introduction. Tallahassee: Florida State University, 1974.

## Guides to Instructional Resources

It is beyond the purview of this particular project to conduct a comprehensive survey of materials available in career education. However, a very extensive survey of career education materials was conducted concurrently with this project by the ERIC Clearinghouse in Career Education at Northern Illinois University. The report for this companion project, entitled Key Resources in Career Education: An Annotated Guide, will be available in September, 1976.

Also, a second high quality survey, the EPIE Career Education S*E*T, came to our attention during this past year.

We recommend that these two reference works be obtained for use on any campus where preservice preparation in career education is being developed. Taken together, they constitute the most complete survey of career education materials that we have knowledge of. The two resources are annotated below.

ERIC Clearinghouse in Career Education. Key Resources in Career Education: An Annotated Guide. DeKalb, Illinois: Northern Illinois University, 1976.

This annotated directory is a guide for individual thinking and decision making in planning career education programs. It contains references for vocational psychology, career development theory, career education definitions, career education models, programs, and curriculum at all levels, and many related topics, as well as references to assessed career education materials.

Many thorough canvasses of career education and career guidance materials were made. Only the more comprehensive and synthesizing of the many available compilations were selected as key resources for this directory.

EPIE Institute. EPIE Career Education S*E*T. 2 vols. New York: EPIE Institute, 1975. Vol. 1: How to Select and Evaluate Instructional Materials. Vol. 2: Analysis of Seven Hundred Prescreened Materials.

Volume one provides information on how to evaluate and select instructional materials designed to meet career education goals in career awareness, education awareness, economic awareness, decision making, career preparation and training, and other career-related competencies.

Volume two presents abstracts of both commercial and non-commercial career education materials for all age levels. Materials copyrighted prior to 1971 were not considered for inclusion.

## Chapter Summary

This chapter provided curriculum elements which can be used as components for the organization of preservice career education courses and modules on university campuses. A set of curriculum goals and objectives and some references to comprehensive guides to assessed career education instructional materials were provided.

CHAPTER 6

# FORMATIVE COURSE EVALUATIONS
# NORTHERN ILLINOIS UNIVERSITY

## Introduction

Northern Illinois University developed five and implemented six courses in preservice career education during the 1975-76 academic year. The courses were:

1. Foundations of Career Education
2. Career Development Theory
3. Seminar on Research in Careers
4. Teaching for Career Development in the Elementary School
5. Career Education Techniques
6. Organization and Administration of Career Education

All six courses were open to interdisciplinary enrollment. There were no prerequisites.

In this chapter a brief description of each course is followed by an outline of the subject matter, competencies, activities, evaluation, and references used in the course. Following the outline of each course is a sample lesson plan.

This section was developed by consulting course materials submitted by the instructors to the authors and by interviews with the instructors involved. All but one of the courses was offered for the first time this year.

# Foundations of Career Education

developed by

Dr. Ruth Woolschlager
Department of Business Education

and

Dr. Edward J. McCormack
Division of Counselor Education

Northern Illinois University

## Course Outline

1. Description: This course is intended to familiarize the undergraduate and graduate student with basic concepts and methods in career education, and to develop the necessary foundation for those considering further study in career education.
2. Subject Matter
   a. Overview of career development theory and practice
      (1) Donald Super
      (2) Eli Ginzberg
      (3) David V. Tiedeman
      (4) Ann Roe
      (5) John Holland
      (6) Sidney Marland
   b. Perception of self as related to careers (Value Scale of Occupations)
   c. The world of work
   d. The career education process: bringing new life to school courses

e. Career education as part of the various disciplines in secondary schools

f. Interest inventories and aptitude tests

g. Relationship of vocational education to career education

h. Cooperative education and internship as an integral part of career education

i. Roles of community college and four year colleges in career planning

j. Adult education as an aid to changing careers or developing new careers

k. Techniques and materials useful in aiding and developing career awareness, exploration and preparation, emphasizing the use of ERIC and the Learning Center

l. The relationship of role perception, career choice, and unemployment

m. Attitudes of the unemployed

n. Projecting career opportunities

o. Methods for career planning and advising

p. Applying for a position and getting it, resumes, interviews, etc.

q. The concept of promotability with special attention to the promotability of women

r. Current research in career education and opportunities for further research

s. The work of state agencies and federal funding

t. Removing age, sex, race and physical handicaps as barriers to career development

3. Competencies

a. Explain in writing at least three central issues in career development theory.

b. Discover and analyze at least four reasons for the importance of career education in the United States today.

c. Develop a lesson plan which fuses career education objectives with those of a given subject or discipline.

d. Conceive, develop and present a career education project (including supporting readings) which will be useful in a school situation.

e. Write a paper exploring self-concepts and role perceptions in relation to career choice.

4. Activities

a. View slides, sound-slide programs, videotapes, filmstrips and films.

b. Interest inventories and aptitude tests

c. Field visits

d. Panel, group, and in-class discussions

e. Role playing

f. Reading assigned materials and other references

g. Writing career education objectives

h. Reporting on career projects

i. Attending a career education conference

Evaluation

Because of its foundational nature, a great variety of students took this course. This variety in enrollment provided interesting interprofessional exchange among students and between students and instructors. However, it also made it more difficult to meet the variety of career education needs of the students. Team teaching proved to be very beneficial in this regard because of the vastly different professional backgrounds and experiences that could be drawn upon.

A variety of materials and activities and sufficient time for extensive interchange in class are vital to the success of this course. It is suggested that the required readings be expanded, that the number of on-site visitations be increased, and that greater use be made of individualized experiences to meet the needs of diversified student enrollment.

Persons teaching this course should have a thorough knowledge of at least the following:

1. career development theories,
2. the career education practices of teachers, counselors, and administrators,
3. a variety of career education materials and activities,
4. a variety of current career education programs.

## References

### Required Reading

Perrin, R. I. and Arbeiter, S. A Summary of Bridging the Gap: A Study of Education-to-Work Linkages. New York: College Entrance Examination Board, 1975.

Massey, R. M., Kromhout, O. M., Stone, V. I., and Kidd, W. J. Career Education: An Introduction. Tallahassee: Florida Department of Education, 1974.

Rettig, J. L. Careers: Exploration and Decision. Englewood Cliffs: Prentice Hall, Inc., 1974.

### Other References

Angel, Juvenal. Why and How to Prepare an Effective Job Resume. New York: World Trade Academy Press, Inc., 1956.

Bolles, R. N. What Color is Your Parachute? Berkeley: Ten Speed Press, 1972.

Boyd, R. E. "Factors in Career Choice." Illinois Teacher for Contemporary Roles 16 (Sept.-June 1972) 323-333.

Byrne, R. E. "Occupational Mobility of Workers." Monthly Labor Review (February 1975).

Crystal, J. C., and Bolles, R. N. Where Do I Go From Here with My Life? New York: Seabury Press, 1974.

ERIC Clearinghouse in Career Education. Career Education: An ERIC Bibliography. New York: Macmillan Information, 1973.

Gilpatrick, E. "Education for Work: A Full Employment Strategy." The Annals of the American Academy. 418 (March 1975): 147-155.

Holland, J. L. The Self-Directed Search. Palo Alto: Consulting Psychologist Press, 1971.

Hoyt, K. B. Career Education: Contributions to an Evolving Concept. Salt Lake City: Olympus Publishing, 1975.

_____ and Hebeler, J. R. Career Education for Gifted and Talented Students. Salt Lake City: Olympus Publishing, 1974.

Jackson, Tom and Mayleas, Davidyne. The Hidden Job Market. Scranton: Harper and Row Publishers, 1975.

Jaquish, Michael P. Personal Resume Preparation. New York: John Wiley and Sons, Inc., 1968.

La Duca, A. and Barnett, L. "Career Education: Program on a White Horse." Education Digest 40 (September 1974): 21-24.

Lake, T. P. Career Education: Exemplary Programs for the Handicapped. Reston, Virginia: Council for Exceptional Children, 1974.

Larson, M. E. "Career Education's Most Vulnerable Front." American Vocational Journal 49 (1974): 43-44.

Magisos, J. H., ed. Career Education: Third Yearbook of American Vocational Association. Washington D. C.: American Vocational Association, 1973.

Marland, S. P., Jr. "Career Education: Every Student Headed for a Goal." Education Digest 38 (September 1972): 2-5.

_____ "Career Education Now." Education Digest 36 (May 1971): 9-11.

McClure, L. and Buarr, C., eds. Essays on Career Education. Portland: Northwest Regional Educational Laboratory, 1973.

Nutter, Caroline. The Resume Workbook. Cranston, Rhode Island: Carroll Press, 1970.

Rosenthal, N. H. "The United States Economy in 1985: Projected Changes in Opportunities." Monthly Labor Review 96 (December 1973): 18-26.

Simpson, E. J. "The Home as a Career Education Center." Exceptional Children 39 (May 1973): 626-630.

Super, D. E., Starishevaskey, R., Matlin, N. and Jordan, J. P. Career Development: Self-Concept Theory. New York: College Entrance Examination Board, 1963.

Tiedeman, D. V. and O'Hara, R. P. Career Development: Choice and Adjustment. New York: College Entrance Examination Board, 1963.

Tolbert, E. L. Counseling for Career Development. Boston: Houghton Mifflin, 1974.

"Training More People for Jobs in the Real World." U. S. News and World Report 74 (June 25, 1973): 49-51.

U. S. Department of Labor. Dictionary of Occupational Titles: Third Edition. Washington, D. C.: Government Printing Office, 1967.

_____ Occupational Outlook Handbook. Washington, D. C.: Government Printing Office, 1974-1975.

Varga, L. "Occupational Floundering." Personnel and Guidance Journal 52 (September 1973--January 1974): 225-231.

Wright, Audrey. The Business of Getting a Job. Chicago: American Marketing Association, 1961.

Sample Lesson Unit
Foundations of Career Education

Resumes and Job Interviews
by
Dr. Ruth B. Woolschlager

I. Main Ideas
   A. The importance of a well written resume in obtaining a job
   B. Elements of a well written resume
   C. The importance of effective job interview skills in obtaining a job
   D. Characteristics of effective job interview behavior

II. Objectives
   A. Establish criteria for a well written job resume
   B. Develop skills at preparing a resume that conforms to the criteria established in II A.
   C. Describe effective job interview behavior
   D. Develop skills at recognizing effective job interview behavior
   E. Develop effective job interview behavior through role playing

III. Pre-assessment
   A. Students will be asked to identify the elements of a well written resume and of effective job interview. They will compare their lists with elements identified by other class members.

B. A Preliminary resume is submitted by each student.

IV. Main Activities

A. Students survey newspaper ads of job listings from a Sunday edition of a metropolitan paper and select several jobs that appear interesting.

B. Students prepare a resume that would be appropriate for the jobs selected in IV A.

C. Entire class discusses elements of a well written resume.

D. Students break into small groups where they will remain for the balance of the lesson.

E. Students distribute their resumes to small group members. Each resume reviewed in turn by the group.

F. Group members discuss characteristics of both effective and ineffective job interview behavior.

G. Group members role play with each other both effective and ineffective job interview behavior related to the jobs for which the resumes were prepared.

H. Group members discuss the job interview behavior that each group member displayed.

V. Post-assessment

A. Students submit revised resumes.

B. Students produce scripts in the form of written dialogue or on tape that display effective interview behavior.

VI. Materials and Supplies

A. Sunday editions of metropolitan newspapers.

B. Dittoed copies of sample resumes.

C. Tape recorder, and tapes or videotapes (if desired).

VII. Time estimate: approximately five hours of class time.

VIII. Cost estimate

A. Price of a Sunday edition of a metropolitan paper.

B. Price of a recording tape (if desired).

Resources (if Desired)

Angel, Juvenal. Why and How to Prepare an Effective Job Resume. New York: World Trade Academy Press, Inc., 1956.

Bolles, R. N. What Color is Your Parachute? Berkeley: Ten Speed Press, 1972.

Jackson, Tom and Mayleas, Davidyne. The Hidden Job Market. Scranton: Harper and Row Publishers, 1975.

Jaquish, Michael P. Personal Resume Preparation. New York: John Wiley and Sons, Inc., 1968.

Nutter, Caroline. The Resume Workbook. Cranston, Rhode Island: Carroll Press, 1970.

Rettig, J. L. Careers: Exploration and Decision. Englewood Cliffs: Prentice Hall, Inc., 1974.

Wright, Audrey. The Business of Getting a Job. Chicago: American Marketing Association, 1961.

# Career Development Theory

developed by

Dr. Michael A. MacDowell
Department of Student Teaching and
Director, Illinois Council on Economic Education

and

Dr. Edward J. McCormick
Division of Counselor Education

Northern Illinois University

## Course Outline

1. Description: This course will provide the student with a thorough background in current career development theories. Open to graduating seniors and graduate students.
2. Subject Matter
   a. In depth study of career development theories
      (1) Ginzberg et al
      (2) Holland
      (3) Roe
      (4) Super
      (5) Miller-Tiedeman
      (6) Tiedeman
   b. Career education terms
   c. Models and systems thinking
   d. Decision making
   e. Development of a personal career development theory
   f. Self-concepts and systems-concepts as they relate to career development

g. Economic factors affecting career choice, including:

(1) economic growth

(2) economic instability

(3) market system

(4) manpower needs, etc.

h. Career counseling strategies

3. Competencies

a. Define differentiation and integration. Give at least two examples in your own experience.

b. Define career, career education, and career development.

c. Make a written, personal, explanatory statement about career development. Show use of differentiation, integration and an organizing point of view.

d. Identify in writing the elements of five career development theories (Roe, Super, Holland, Tiedeman and O'Hara, Ginzberg et al). Tell the meaning and significance of each element.

e. Discuss with class members in a small group setting the concept of interrelatedness in systems thinking, particularly as it relates to career development and career decision making.

f. Discuss with class members in a small group setting the concepts of models in systems thinking, particularly as it relates to career development and career decision making.

g. Describe in writing your personal style of decision making.

h. Identify in writing at least five basic economic components of career decision making.

i. Describe verbally the present and probable future labor market trends for different occupational clusters.

j. Show use of career information materials in career decision making.

k. Develop useable classroom materials for manpower and career education instruction.

l. Describe in writing the roles which the market system, economic instability, and economic growth and change play in determining career choice.

m. After reviewing a film and individually composing a list of factors influencing self-concept, discuss with class members in a small group setting the factors contributing to the development of a desirable self-concept.

n. Explain to class members at least one career counseling approach that could be taken in each of two different career counseling case studies.

o. Use economic-career education lesson plans in an actual class or micro-teaching situation.

4. Activities

a. View slide/cassette presentations, films and filmstrips.

b. Maintain a personal journal.

c. Small and large group interchange

d. Short oral presentations

e. Written exams both in and out of class

f. Assigned readings

g. Micro teaching

Evaluation

The major strength of this course was the integration of career development theories, awareness of self as a theoretical resource, and knowledge of the roles of the self and the system in career development within a continuously evolving personal theory of career development. Initially, some difficulties arose because of divergent expectations of the students and the instructor, i. e., students expected more structuring of their career development theory task by the professor, while the professor expected more structuring by the students. From this, it was learned that it is necessary to convey the idea from the very beginning that the student is already a career development "theorist" who has already accumulated much of the knowledge and experience that is essential to personal theorizing about careers. Also, some improvements could be made by eliciting attempts at a personal career development theory in the very beginning of the course and by allowing more in-class time for students to share ideas about their personal theories with each other. The use of the learning center facilities to handle the career and economic infor-

mation dispensing aspects of this course is encouraged to leave more classroom time for creative activity.

Team teaching can be particularly helpful for approaching different aspects of self-system integration in career development. Those who teach the course as outlined here should have knowledge of:

1. career development theories
2. decision-making strategies
3. economic factors in career development
4. factors affecting self-system integration
5. how models are used to guide effective action
6. systems thinking

## References

### Required Readings

Abernathy, L. M., Luker, W. A. and White, S. I(t) Work(s). Denton, Texas.

Rettig, J. L. Careers: Exploration and Decision. Englewood Cliffs: Prentice Hall, 1974.

Tolbert, E. L. Counseling for Career Development. Boston: Houghton Mifflin, 1974.

### Other References

Blau, P. H., Parmes, H. S., Gusted, J. W., Jesson, R. and Wilcox, R. C. "Occupational Choice: A Conceptual Framework." Industrial and Labor Relations. 9 (1956): 531-543.

Carey, M. "Five Million Opportunities." Occupational Outlook Quarterly 15 (1971): 2-11.

Crites, J. O. Vocational Psychology. New York: McGraw Hill, 1969.

Darcy, R. L. and Powell, P. E. Manpower and Economic Education. Denver: Love Publishing Co., 1973.

Ginzberg, E., Ginzberg, S. W., Axelrod, J. and Herma, J. Occupational Choice: An Approach to a General Theory. New York: Columbia University Press, 1951.

_____ "Toward a Theory of Occupational Choice." Personnel and Guidance Journal 30 (1952): 491-494.

_____ et al. "Toward a theory of Occupational Choice." Occupations 30 (1952): 491-494.

_____ "Toward a Theory of Occupational Choice: A Restatement." Vocational Guidance Quarterly 20 (1972): 169-176.

Hagen, D. "Careers and Family Atmosphere: A Test of Roe's Theory." Journal of Counseling Psychology 7 (1960): 251-256.

Holland, J. L. "A Critical Analysis." Counseling Psychologist. 1 (1969): 15-16.

_____ The Psychology of Vocational Choice: A Theory of Personality Types and Environmental Models. New York: Ginn, 1966.

_____ The Vocational Preference Inventory. 6th rev. ed. Palo Alto: Consulting Psychologist Press, 1965.

Illinois Council on Economic Education. World of Work Economic Education Implementation Infusion and Activities Packet. DeKalb, Illinois: Northern Illinois University, 1975.

Illinois Guidance and Personnel Association, Task Force I. Model Counselor Skills Training Program. DeKalb, Illinois: Northern Illinois University, August 1975.

Isaacson, C. E. Career Information in Counseling and Teaching. 2nd ed. Boston: Allyn and Bacon, 1971.

Katz, M. R. Decisions and Values. New York: College Entrance Examination Board, 1963.

Marland, S. P., Jr. "Career Education Now." Vocational Guidance Quarterly 20 (1972): 188-192.

Moser, H. P., Dubin, W. and Shelsky, I. M. "A Proposed Modification of the Roe Occupational Classification." Journal of Counseling Psychology 3 (1956): 27-31.

National Vocational Guidance Association. Career Decisions. Washington, D. C.: American Personnel and Guidance Association, 1969.

Osipow, S. H. "Consistency of Occupational Choices and Roe's Classification of Occupations." Vocational Guidance Quarterly 14 (1966): 285-286.

Project Pro-CESS Staff. Career Education: An Introduction. Tallahassee: Florida Department of Education, 1974.

Rees, A. The Economics of Work and Pay. New York: Harper and Row, 1973.

Roe, A. and Siegelman, M. The Origin of Interests. Washington, D. C.: American Personnel and Guidance Association, 1964.

Small, L. "A Theory of Vocational Choice." Vocational Guidance Quarterly 1 (1952): 29-31.

Super, D. E., The Psychology of Careers. New York: Harper Brothers, 1957.

_____ "A Theory of Vocational Development." American Psychologist 8 (1953): 189-190.

_____ "Vocational Development Theory: Persons, Positions, and Processes." Counseling Psychologist 1 (1969): 2-9.

Tiedeman, D. V. and O'Hara, R. P. Career Development: Choice and Adjustment. New York: College Entrance Examination Board, 1963.

Sample Lesson Plan
Career Development Theory

Basic Economic Concepts Relating
to Career Decision Making

by

Dr. Michael A. MacDowell

I. Main Ideas

A. Main Theme

1. Students cannot make appropriate or rational decisions about careers without knowledge of the economic system in which these decisions are to be made.

2. The object of this theory unit is to provide pre-service and inservice personnel with basic understandings of the American economic system and its relation to manpower distribution and career opportunities.

B. Supporting Themes

1. All work is important in our economic system.

2. The performance of work is rewarded by psychic satisfactions as well as by income.

II. Objectives

A. Main objectives

1. To have students gain an appreciation of the role of work in our economic system.

2. To have students become familiar with the basic

economic factors relating to manpower distribution.

3. To have students understand the meaning of economic concepts as they relate to manpower distribution.
4. To have students utilize such resources as Man-Power in Illinois and The Occupational Outlook Handbook.

B. Supporting objectives

1. The students will understand the effects of economics on career decision making.
2. The students will increase their economic understanding score by three points on the post-test, relative to pre-test scores.
3. Inservice teachers will utilize the course activities in their classrooms.
4. Preservice teachers will utilize the course activities in a teaching unit lab.
5. All enrollees will utilize the learning lab to view career education materials such as Bread and Butterflies.

III. Pre-assessment

A. Form A of the "Test for Understanding of College Economics" will be given to each student. This is a nationally normed instrument.

B. Vital statistics regarding the pre-test and post-test analysis will be shared with the students.

IV. Main Activities

A. Instructor Activities: The instructors will proceed through four booklets related to economics, manpower and career education. These booklets, entitled I(t) Work(s) include a brief overview of economics related to career education and topics on socio-economic change, technology, and marketability.

B. Student Activities: Students, after reviewing lesson plans from the World of Work Economic Education package, will be expected to create one lesson plan or learning activity package for each of at least three of the World of Work Economic Education concepts.

V. Post-Assessment

A. Form B of the "Test for Understanding of College Economics" will be given each student.

B. Results will be shared with the students.

C. A survey concerning attitudes towards this section of the course as well as its possible adaptation to the public school classroom will also be administered and discussed.

VI. Materials and Supplies

A. I(t) Work(s) package

B. Student teaching aids

C. The World of Work Economic Education handbook.

VII. Resources

A. The learning lab, educational T. V., and selected career education materials will be utilized by all students.

B. The micro teaching lab and video tape equipment will be utilized.

VIII. Time Estimate: This unit can be completed in four 2½ hour sessions.

IX. Cost Estimate

A. Estimates on the I(t) Work(s) package, minus audio-visual equipment, are approximately $5.00 per booklet set.

B. The World of Work Economic Education materials cost approximately $3.50.

C. The University may wish to buy the entire (I)t Work(s) audio-visual package for $850.00 from the World of Work Economic Education Center at North Texas State University.

# Seminar on Research in Careers

developed by

Dr. David V. Tiedeman
Division of Counselor Education and
Director, ERIC Clearinghouse in
Career Education

Northern Illinois University

## Course Outline

1. Description: This course is designed as an advanced level seminar in self theory, decision theory, career satisfaction, research in careers, and the social issues in career development.
2. Subject matter
   a. Vocational choice
   b. Vocational adjustment
   c. Vocational motivation
   d. Vocational satisfaction
   e. Decision theory
   f. Self theory
   g. Research and research techniques
   h. Theory construction problems
   i. Social issues (women, minorities, trends, computer-based programs, etc.)
3. Competencies
   a. A comparative understanding of the elements of vocational development theories
      (1) Roe

(2) Holland

(3) Ginzberg et al

(4) Super

(5) Tiedeman and O'Hara

b. An understanding of career development and of the informing process in it.

c. An understanding of the developmental nature of vocational choice.

d. An understanding of the research-derived correlates of career choice (stimulus, organismic and response variables as defined by Crites and their related concepts).

e. Familiarity with the major longitudinal studies in the field of career development

(1) Super's Career Pattern Study

(2) Gribbons and Lohne's Study of Readiness for Vocatioal Planning

(3) Crites' Vocational Development Project

(4) Project TALENT

(5) Cooley's research

f. Understanding of current issues in the field (women, minorities, measurement, etc.)

g. Familiarity with the major research tools and measures used in career assessment research.

h. An appreciation of theory construction problems.

i. An integrated personal theory of career development in which you have sufficient confidence to practice.

4. Activities

   a. This course is designed as an advanced level seminar with the major part of the course based upon the seminar format.

   b. Library research, student presentations, and instructor-based discussion and lecture will be utilized.

   c. Students will be encouraged to plan a research project of their own.

Evaluation

Pre and post assessment revealed a considerable gain in the students' knowledge of career development theory and in their ability to describe their own careers. Also, with one exception, the students' proposals for research designed to test differences of opinion which they had with an established theorist were rated as displaying above minimum competency.

A major difficulty encountered was the fact that none of the students had studied career development theory prior to entry into the course. This meant that six of the sixteen class periods were devoted to career development theory, which precluded the attainment of the full range of course competencies. Much less time remained to devote to the research on vocational behavior, to research instrumentation, and to longitudinal studies of careers. Because of these difficulties, it is strongly recommended that the course on career development theory be made a prerequisite for entry into this research seminar.

A knowledge of career development theory, of the major lines of career development research activity, and of the philosophy of science are essential for persons teaching this course.

Since students are not uniformly excited about doing research, it is recommended that this course be taught as a research laboratory to help increase motivation and to encourage initiative in research. It would be ideal to create a center for research in career development at the university and to involve students in actual research work being carried on there.

## References

### Required Readings

Crites, J. Vocational Psychology. New York: McGraw Hill Book Co., 1969.

### Other References

The thirteen hundred plus references cited in Crites (1969) and included in his bibliography will be used extensively. An informal bibliography prepared by the ERIC center at NIU which references all published and unpublished articles in the field can be used as well as other recommended readings as needed.

Anderson, D. "What a High School Class Did with Fifty Years of Life." Personnel and Guidance Journal 45 (1966): 116-123.

Astin, A. W. and Nichols, R. C. "Life Goals and Vocational Choice." Journal of Applied Psychology 48 (1964): 50-58.

Atkinson, J. W. "Motivational Determinants of Risk-Taking Behavior." Psychological Review 64 (1957): 359-372.

Blai, B., Jr. "Occupational Study of Job Satisfaction and Need Satisfaction." Journal of Experimental Education. 32 (1964): 383-388.

Blau, P. M. et al. "Occupational Choice Participation and Social Mobility." Industrial and Labor Relations Review. 9 (1956): 531-543.

Blum, F. L., McNain, D. M. and Larr, M. "SVIB Scores of Clinical Psychologists, Psychiatrists and Social Workers." Journal of Counseling Psychology 9 (1962): 176-179.

Carim, L. O. "Vocational Decisions and High School Experiences." Vocational Guidance Quarterly 8 (1960): 168-170.

Carkhuff, R. et al. "Do We Have a Theory of Vocational Choice?" Personnel and Guidance Journal 46 (1967): 335-345.

_____ and Drasgow, J. "The Confusing Literature on the OL Scale of the SVIB." Journal of Counseling Psychology 10 (1963): 283-288.

Centers, R. and Bugental, D. E. "Intrinsic and Extensic Job Motivations Among Different Segments of the Working Population." Journal of Applied Psychology (1966):

Dunnette, M. D., Wernimont, P. and Abrahams, N. "Further Research on Vocational Interests: Differences Among Several Types of Engineers." Personnel and Guidance Journal 42 (1964): 484-493.

Edwards, W. "The Theory of Decision Making." Psychology Bulletin 51 (1954): 380-417.

Englander, M. E. "A Psychological Analysis of Vocational Choice Teaching." Journal of Counseling Psychology 7 (1960): 257-264.

Forer, B. R. "Personality Factors in Occupational Choice." Educational Psychological Measurement 13 (1953): 361-366.

Froehlich., H. P. and Wolms, L. "Job Satisfaction as Need Satisfaction." Personnel Psychology 13 (1960): 407-420.

Gaslinsky, M. D. "Personality Development and Vocational Choice of Clinical Psychologists and Physicists." Journal of Counseling Psychology 9 (1962): 299-305.

Ginzberg, E. "Perspectives on Work Motivation." Personnel 31 (1954): 43-49.

_____ "Toward a Theory of Occupational Choice." Personnel and Guidance Journal 30 (1952): 491-494.

Goode, W. O. "Community within a Community: The Professions." The American Sociological Review 22 (1957): 194-200.

Gray, J. T. "Personality Needs in Occupations: A Review of the Literature." Vocational Rehabiliatation and Education Service 1 (October 1959): 22-25.

Green, L. B. and Parker, N. J. "Parental Influence upon Adolescents' Occupational Choice: A Test of an Aspect of Roe's Thoery." Journal of Counseling Psychology 12 (1965): 379-385.

Hadley, R. G. and Levy, W. V. "Vocational Development and Reference Groups." Journal of Counseling Psychology 9 (1962): 110-114.

Harren, V. A. "The Vocational Decision-Making Process among College Males." Journal of Counseling Psychology 13 (1966): 271-277.

Holland, J. L. The Psychology of Vocational Choice. Waltham: Blaisdell, 1966.

_____ "A Theory of Vocational Choice." Journal of Counseling Psychology 6 (1959): 35-45.

Ivey, A. E. "Interests and Work Values." Vocational Guidance Quarterly 11 (1963): 121-128.

Kinnane, J. F. and Gaubinger, J. R. "Life Values and Work Values." Journal of Counseling Psychology 10 (1963): 362-366.

_____ and Pable, M. W. "Family Background and Work Value Orientation." Journal of Counseling Psychology 9 (1962): 144-148.

Kuhlen, R. G. "Needs, Perceived Need Satisfaction Opportunities, and Satisfaction with Occupation." Journal of Applied Psychology 47 (1963): 56-64.

Merwin, J. C. and D. Vesta, F. J. "A Study of Need Theory and Career Choice." Journal of Counseling Psychology 6 (1959): 302-308.

Miller, C. H. "Occupational Choice and Values." Personnel and Guidance Journal 35 (1956): 244-246.

Nachmann, B. "Childhood Experience and Vocational Choice in Law, Dentistry and Social Work." Journal of Counseling Psychology 7 (1960): 243-250.

Osipow, S. H. Theories of Career Development. New York: Appleton Century Crofts, 1968.

_____ Ashby, J. D. and Wall, H. W. "Personality Types and Vocational Choice: A Test of Holland's Theory." Personnel and Guidance Journal 45 (1966): 37-42.

Perrone, P. A. "Factors Influencing High School Seniors' Occupational Preferences." Personnel and Guidance Journal 42 (1964): 976-980.

Roe, A. "Early Determinants of Vocational Chocie." Journal of Counseling Psychology 4 (1957): 212-217.

_____ The Psychology of Occupations. New York: John Wiley and Sons, 1956.

_____ Hubbard, W. D., Hutchinson, T. and Paterman, T. "Studies of Occupational History, part 1: Job Changes and the Classification of Occupations." Journal of Counseling Psychology 13 (1966): 387-393.

Ross, L. C. and Zander, A. "Need Satsifaction and Employee Turnover." Personnel Psychology 10 (1957): 327-338.

Schutz, R. A. and Mazer, G. E. "A Factor Analysis of the Occupational Choice Motives of Counselors." Journal of Counseling Psychology 11 (1964): 267-271.

Segal, S. J. "A Psychoanalytic Analysis of Personality Factors in Vocational Choice." Journal of Counseling Psychology 8 (1961): 202-210.

Small, L. "Personality Determinants of Vocational Choice." Psychological Monographs 67 (1953): 351.

Super, D. E. The Psychology of Careers. New York: Harper & Brothers, 1957.

_____ "The Structure of Work Values in Relation to Status, Achievements, Interests and Adjustments." Journal of Applied Psychology 46 (1962): 129-231.

_____ and Bachman, P. B. Scientific Careers and Vocational Development Theory. New York: Teachers College Bureau of Publications, 1957.

_____ and Bachrach, P. B. Scientific Careers: Vocational Development Theory. New York: Teachers College, Columbia University, 1957.

Thrush, R. S. and King, P. T. "Differential Interests Among Medical Students." Vocational Guidance Quarterly (Winter, 1972): 120-125.

Tiedeman, D. V. and O'Hara, R. P. Career Development: Choice and Adjustment. New York: College Entrance Examination Board, 1963.

Walsh, R. P. "The Effect of Needs on Responses to Job Duties." Journal of Counseling Psychology 6 (1959): 194-198.

Zytowski, D. G. "Avoidance Behavior in Vocational Motivation." Personnel and Guidance Journal 43 (1965): 746-750.

# Teaching for Career Development in the Elementary School

developed by

Dr. Walter Wernick
Department of Elementary Education and
Director, ABLE Model Programing

Northern Illinois University

## Course Outline

1. Description
   a. Planning, implementing and evaluating career development programs in the elementary school
   b. Refocusing curriculum areas to meet career development objectives
2. Subject Matter
   a. Action goals of the State of Illinois
   b. Career development programs funded by state and national agencies
   c. Career development programs as implemented by selected school districts (Peoria, Glen Ellyn, Maywood, DeKalb)
   d. The career development process
   e. Planning through the "organizing center" approach
   f. Parental involvement in school programs
   g. The utilization of community resources
   h. The relevance of traditional subject areas to the activities of active adults

i. The changing world of work

j. The utilization of instructional support systems within a school district

k. Planning, implementation and evaluation of instructional programs refocused to meet career development objectives

l. The teacher as a career development model

3. Competencies

a. Identify components of a parental involvement program.

b. Identify components of a community resource utilization system.

c. Identify elements of the career development process such as, inquiry, values clarification and decision making.

d. Utilize instructional planning techniques to aid career development.

e. Develop methods by which resource people can be utilized in instructional environments within school and outside of school.

f. Analyze techniques to utilize the instructional support systems of the school more effectively.

g. Discuss significant trends in the world of work.

h. Utilize techniques to individualize instruction to meet local career development objectives.

i. Identify ways by which career development planning and instruction can be evaluated.

j. Identify ways the visibility of the work of the teacher

can be enhanced.

4. Activities
   a. Studying career education plans and requirements developed by the Division of Vocational and Technical Educaion, State of Illinois and the Office of the Superintendent, State of Illinois
   b. Studying reports of state and national funded projects
   c. Other reading references
   d. Viewing films, filmstrips, and sound-slide programs
   e. Discussing topics with selected resource people
   f. Interviewing resource people in the field
   g. Reporting of interviews to the class
   h. Writing plans to meet career development objectives
   i. Analyzing ideas, strategies, and materials produced to meet career development objectives
   j. Evaluating the work performed to meet course objectives and the work of the instructor of the course

Evaluation

The offering of this course on extension is one of its greatest strengths. This provides more opportunities for direct application in the classroom and for close-up focusing on pertinent aspects of local career education programs. The variety of activities and frequent opportunities for practical sharing were also cited by students as strong points.

While this course was specifically designed for practicing elementary teachers, its application can be broadened by either developing components for other levels of instruction or by altering the entire course to include all teachers. Applicability to various instructional levels can also be achieved through more extensive use of individualization, through micro-laboratory experiences and through stratified classroom applications.

It is suggested that persons teaching this course have the follcwing background:

1. experience in teaching at the level(s) of school involved,

2. a thorough understanding of career education theory and its relation to practice in the classroom,

3. familiarity with schools in the area, i. e., knowledge of their current general programs and career education practices.

## References

ABLE Model Program. DeKalb: Northern Illinois University, July 1970--August 1973.

Association for Supervision and Curriculum Development. Life Skills in School and Society. The Association, 1969.

Bailey, L., ed. Facilitating Career Development: An Annotated Bibliography. Springfield: Department of Vocational and Technical Education, 19 .

Combs, A. Beyond Behavioral Objectives. Washington, D. C., 1972.

Drier, H. Career Development Resources: A Guide to Audiovisual and Printed Materials. Worthington: Charles Jones, 1973.

Eastern Illinois University. Career Education: K through 6--Annotated Bibliography. Bloomington: Eastern Illinois University, 1973.

General Learning Corporation. Career Education Resource Guide. Morristown: General Learning Corp., 1972.

Olympus Research Corporation. Career Education: A Hnadbook for Implementation. Washington D. C.: Government Printing Office, 1972.

Project People. Bowling Green: Kentucky Public Schools.

Project People of Peoria. Peoria: Peoria Public Schools.

Ressler, R. Career Education: The New Frontier. Worthington: Charles Jones, 1973.

Stevenson, J. An Introduction to Career Education. Worthington: Charles Jones, 1973.

Task Force of the Department of Health, Education, and Welfare. Work in America. Cambridge: The MIT Press, 1973.

Thelen, H. Education and the Human Quest. New York: Harper and Bros., 1960.

Wernick, W. Teaching for Career Development in the Elementary School: A Life-Centered Approach. Worthington: Charles Jones, 1973.

Wurman, R. Yellow Pages of Learning Resources. Cambridge: The MIT Press, 1972.

# Sample Lesson Plan
# Teaching for Career Development
# in the Elementary School

## People are Primary Sources for Career Development Ideas

by

Dr. Walter Wernick

I. Main Ideas

A. Career development focuses upon the lives of people.

B. Students need to be put into direct contact with active adults.

C. Students need to learn skills to communicate with adults.

D. Students need to learn to process career development data obtained from adults.

E. Students need to learn to share information obtained from primary sources.

II. Objectives

A. Teachers will include authentic people in their list of resources for planning and implementing their instructional programs.

B. Each teacher will select resource people to meet the needs of his learning environments.

C. Teachers will provide opportunities for students to learn the communication and inquiry skills needed for career development interview sessions.

D. Teachers will follow through with the development of research skills, value clarification skills, and sharing skills after interview sessions.

E. Teachers will evaluate their utilization of resource people to improve their effectiveness in delivering "academic" programs as well as programs specifically oriented toward career development themes.

III. Post-Assessment

A. Teachers will be asked to identify the elements of career education as they perceive it. They will compare their listing with elements identified by others (including the college instructor).

B. Sources of information about career development will be presented with the suggestion that people are primary sources and should be utilized.

IV. Main Activities

A. Teachers will be given a packet of occupation cards. Each card will have the title of one occupation, e. g., newspaper reporter. Teachers will be asked to choose resource people appropriate to their age/grade level from among the occupations on the cards.

B. After a period of three to five minutes, teachers will be told that they can only choose one resource person. "Which one is best for you?" All other occupation cards are to be put back into the packet.

C. Teachers are asked to tell which one resource person they chose and why they made the choice.

D. Discussion of choices should focus upon each teacher's imaginative view of how the resource person could be utilized and why the choice was made. (A parent has the occupation; student interest; the person in mind is a colorful character; a teacher does the activity part-time and is easily accessible; the students are unaware of the work the person does and need to be informed; etc.)

E. Teachers are congratulated for thinking through their needs and for their wise use of community resources.

F. Teachers are asked to imagine that the person they chose will be in their learning environment. How will they prepare the class? How will they prepare the resource person?

G. Teachers are helped to see interviewing as part of a larger process of inquiry, value clarification, and sharing information. Guidelines are developed to help students shape and ask questions. Activities are discussed which further develop the personal meanings obtained from direct experience with a resource person.

V. Post-Assessment

A. Each teacher develops an "organizing center" form

for his or her own situation. This form identifies the resource people (and other things and places) to be utilized, the content to be correlated and infused, and the endproducts to be developed by the class members.

B. The "organizing center" plan for thinking through specific objectives, resources, and activities is shared with other teachers and the instructor of the course. Suggestions to narrow or broaden activities discussed with the main thought being the teacher is the manager of the learning environment and is the final decision maker regarding what is planned and implemented in his or her classroom.

C. Emphasis is upon developing the interactive processes of inquiry and value clarification, not upon specific clusters of occupations or quantities of resource people. Evaluation is in terms of the ways each teacher has provided for the development of interviewing skills and their utilization within the regular curriculum of his or her school.

VI. Materials and Supplies

A. Worksheets

1. What is career education?

a. What does it include?

b. What should I do?

c. What should my school do?

2. Guidelines for interviewing
   a. Preparing the student
   b. Preparing the resource person
   c. Sample questions
   d. Follow-up activities
3. Organizing center planning forms
4. A focusing instructional unit

B. A packet of index cards for each participant. There are approximately thirty to fifty different occupations in each packet.

VII. Time Estimate

A. The unit can be taught in segments or all at once, depending upon the numbers of participants and their backgrounds. Practicing teachers know their "curiculum" without looking at scope and sequence charts. Neophytes may need to work with curriculum guides or work collaboratively with experienced teachers.

B. Sample lessons and units should be shown intermittently, not studied in depth as models. Each teacher's imaginative use of resource people must be the bull's eye, not a one-time written plan done up in proper form. Skills of the instructor in bringing appropriate examples to mind, in extending the tentative thoughts of participants, and in encouraging a refocusing of instructional elements are the key

determinants for the time factor. The instructor must be thoroughly familiar with the work of many effective teachers.

C. The texts for the course show how activities could be originated, correlated, and evaluated. How fast or how far the instructor proceeds depends upon his or her own expectations for the group. This unit could be accomplished in one to eight hours.

VIII. Cost Estimate

A. Packets can be developed at moderate cost. The Jones text costs $9.95. The ARGUS materials can be purchased for $9.45. Many of the worksheets are in the public domain.

B. The most expensive item in this unit is the person delivering the instruction. There can be no substitute for the person-to-person development of ideas, for the involvement of participants toward the unit's objectives, and for the instructor's expertise in sharing credible, imaginative approaches to the work teachers must perform.

Resources

ABLE Model Program. The Organizing Center. DeKalb: Northern Illinois University, 1973.

Conley, J. L. and Wernick, W. Interview strategies for career Development: Basic Skills for Life. Argus Communications, 1976.

Wernick, W. Teaching for Career Development in the Elementary School: A Life-Centered Approach. Worthington: Charles Jones, 1973.

# Career Education Techniques

developed by

Dr. Anna Miller-Tiedeman
Career Guidance Coordinator, DeKalb High School
DeKalb, Illinois

and

Dr. Robert J. Nejedlo, Director
Counseling and Student Development Center
Northern Illinois University

## Course Outline

1. Description: An interdisciplinary course on career education techniques for those intending to be counselors, teachers, or administrators at the elementary, secondary, community college, higher education, or adult and continuing education levels. This course is required for those seeking secondary counselor certification.
2. Subject Matter
   a. Overview of career development theory
      (1) Roe
      (2) Holland
      (3) Super
      (4) Ginzberg, et al.
      (5) Miller-Tiedeman
      (6) Tiedeman
   b. Career content and process
   c. The concept of "design a self," using Loevinger's theory

of ego development.

d. Career guidance and sequential career guidance programs

e. Implications and applications of process teaching for career education

f. Career counseling

g. Implications and applications of peer counseling for career education

h. Comprehending process in teaching and counseling

i. Processes in attaining organizational goals

j. Implications and applications of organizational processes.

k. Computer-based information systems

l. Printed and non-printed resource materials for career education

m. The placement service at different levels with sample forms and related discussion

n. Evaluating career education programs

3. Competencies

a. Explain the concept and function of the ERIC Clearinghouse in Career Education to a fellow class member and to a professional in a work setting of your choice.

b. Briefly describe in writing the career development theories of Roe, Holland, Ginzberg et al., Super, Miller-Tiedeman, and Tiedeman.

c. Define "career content" and "career process."

d. Recognize and discuss the difference between career

process and content.

e. Clarify the process of career education through a mini-teaching experience.

f. Clarify the process of career education through a mini-counseling experience.

g. Present a project detailing the components of a sequential career education program related to your choice of work setting from either a teaching, counseling, or administrative perspective. Include evidence of your knowledge of career education techniques.

h. Present an appendix to the project referred to in objective seven containing appropriate resources in career education.

i. Present a plan for evaluating the project referred to in objective seven.

4. Activities

a. Films, slide/cassette presentations, and slide presentations

b. Demonstration and use of ERIC

c. Career interviewing

d. Group and class discussion

e. Mini-teaching and mini-counseling experiences related to the process of career education

f. "Hands on" experiences with occupational view decks, career games, etc

g. Field trips and visits

h. Design and presentation of career education projects

i. Numerous handouts and sample forms

j. Written examinations

Evaluation

Team teaching proved to be an excellent arrangement for this course. A variety of approaches could be drawn upon from the different backgrounds of the two instructors. The strengths of the course were the emphasis placed on understanding the career development roles of the various professions represented in the student enrollment, and the emphasis placed on the importance of theory to inform practice at all levels. Perhaps the most significant outcome was the students' increased awareness of themselves as career education resources, and their increased ability to use themselves as such.

The class size of thrity-eight made it somewhat difficult to respond to individual needs. A class size of twenty or less would, of course, be most desirable. Greater use of microteaching and learning center experiences for more individualization of instruction would also be helpful in this regard.

It is recommended that persons planning to teach this course have the following preparation:

1. an understanding of career development theory and its relation to career education practice,

2. experience in the conduct of career education programs,

3. access to exemplary career education programs for on-site visitations.

## References

### Required Readings

Hoyt, K. B. Career Education: Contributions to an Evolving Concept. Salt Lake City: Olympus Publisher, 1974.

Tiedeman, D. and O'Hara, R. P. Career Development: Choice and Adjustment. New York: College Entrance Examination Board, 1963.

### Other References

Benjamin, L., Church, J. and Waltz, G. "Enhancing the Quality of Life through Personal Empowerment." Impact: Advancing Human Services. 3 (1975): 55-59.

Campbell, R. E., Walz, G. R., Miller, J. V. and Kriger, S. F. Career Guidance: A Handbook of Methods. Columbus: Charles E. Merrill, 1973.

Cunha, J. E., et al., eds. Career Development: A California Model for Career Guidance Curriculum K-Adult. Fullerton: California Personnel and Guidance Association, 1972.

Drier, H. Career Development Resources: A Guide to Audio-visual and Printed Materials. Worthington: Charles Jones, 1973.

Gysbers, N. C. and Moore, E. J., eds. Career Guidance, Counseling and Placement Elements of an Illustrative Program Guide. Columbia: University of Missouri, 1974.

_____ et al. Career Guidance, Practice and Perspectives. Worthington: Charles Jones, 1973.

Hansen, L. S. Career Guidance Practices in School and Community. Washington, D. C.: National Vocational Guidance Association, 1070.

Human Development Services, Inc. Life Career Development System. Ann Arbor: University of Michigan, 1974.

Walz, G. R., ed. "The Counselor and the Quality of Life." Impact: Advancing Human Services 3 (1975):

_____ "Shedding Light on Career Development." Impact: Advancing Human Services. 3 (1975):

_____, Smith, R. L. and Benjamin, L. A Comprehensive View of Career Development. Washington, D. C.: American Personnel and Guidance Association, 1974.

Sample Lesson Plan
Career Education Techniques

Defining "Career Content"
and "Career Process"

I. Main Ideas

A. Career Content

1. Parent attitude
2. Teacher attitude
3. Friends
4. Cultural influences
5. Academic success and failure
6. Economics
7. Interests
8. Aptitudes
9. Self-concept
10. Early goals
11. Technology
12. Changing concept of work
13. Extra curricular activities
14. Abilities

B. Career Process

1. Chance
2. Opportunity
3. Time in history
4. Follow through

5. Failure to follow through
6. Decision making
   a. Getting information
   b. Taking risks
   c. Recognize the career problem
   d. Availability of information
   e. Possible alternatives
   f. Clarifying alternatives
   g. Considering determiners and influencers of career decisions.

II. Objectives

A. To understand the complexity of career development over a life span by learning to distinguish the content of a career from the process of a career while analyzing another person's career development history.

B. To judge how much of a particular person's career development has been by chance and how much by choice.

III. Pre-assessment: the student will write a description of what he or she thinks is meant by "content of career" and "process of career."

IV. Main Activities

A. Students are paired off and instructed to interview each other for fifteen minutes each.

B. Each pair is given an additional fifteen minutes to write up the interviews.

C. Instructor and students participate in a discussion concerning "the content of career" and "the process of career."

D. The instructor asks students for examples of career content from their interviews and lists these on the board for students to observe and record.

E. The instructor asks students for examples of career process from their interviews and lists these on the board for students to observe and record.

V. Post-assessment: Students write a detailed explanation of what they now think "content of career" and "process of career" mean, giving specific examples from the interviews and/or from their own lives.

VI. Materials and supplies: none

VII. Time Estimate: 1½ hours

VIII. Cost estimate: none

IX. Resources: assigned readings

# Organization and Administration of Career Education

developed by

Dr. Richard Erickson
University Coordinator for Vocational
and Technical Education and
Associate Director of ERIC Clearinghouse
for Career Education

and

Dr. David V. Tiedeman
Division of Counselor Education
and Director, ERIC Clearinghouse in
Career Education

Northern Illinois University

## Course Outline

1. Description: The study of the organization and management of school and community resources for the career development of students. Activities will include field visits and the evaluation of career education programs.
2. Subject Matter
   a. Career education program planning and evaluation with special reference to the State of Illinois.
   b. Development and use of total program objectives.
   c. Career education programs and students served.
   d. Using school and community resources in career education program development.
   e. Guidance and auxiliary services for career education.
   f. Locally directed program evaluation.

g. Illinois state guidelines for program reimbursement.

3. Competencies

a. Present a brief synopsis of career development stages and describe the relationship of these stages to career education programming.

b. Describe the Illinois 3-Phase System of Evaluation, its influence on career education program planning, and its implications for public school districts and universities.

c. Write program management objectives

d. Detail the procedures, activities and forms for:

(1) a team approach to developing program management objectives for a local district one and five year plan for career education.

(2) using program management objectives for total program planning and avaluation.

e. Describe adequate programs for career awareness, career orientation, career preparation, vocational education, and post-secondary career education programs. Include program goals, content, activities, personnel involved, equipment used and students served.

f. Describe methods for developing an adequate system of advisory councils, and for invloving various other resource people in career education program planning.

g. Define terms used in career education program planning.

h. Describe specific career guidance services giving special

attention to placement and follow-up.

i. Describe the roles of various individuals in career education program planning and evaluation.

j. Describe the various types of reimbursement that can be sought for career education programs.

4. Activities

a. On-site visitations

b. Lecture and discussion

c. View films

d. Prepare abstracts of materials read outside of class

e. Library research

f. Written examination

g. Compute amounts of reimbursement porvided for particular career programs

h. Develop a local district one-and-five year plan for career education

Evaluation

Pre and post assessment revealed a substantial increase in the students' confidence in their ability to perform on all of the course competencies. In general, the students considered themselves well prepared in this area of career education at the conclusion of the course.

The greatest strength of this course was its well-planned organization of distinct programmed and transportable modules.

However this aspect also proved to be problematical at times because the course was occasionally too highly organized to allow as much freedom in the classroom as was desired by the students and/or instructors. Modifications of the original modules and of the modes of presentation are planned to eliminate this difficulty.

It was found that this course was ideal for team teaching because of the balance that could be struck between the occupational emphasis of one instructor and the umbrella career emphasis of the other instructor. Other suggested changes in the course are to increase the use of micro-laboratory experiences, and to increase the amount of field work. The possibility of students participating as special members of Department of Adult, Vocational, and Technical Education program evaluation teams is under consideration.

A comprehensive understanding of both occupational education and career education is essential to teach this course as outlined here. Access to current information in these two areas, as well as local availability of exemplary programs, are crucial to the success of this course.

References

Bailey, L. and Stadt, R. Career Education: New Approaches to Human Development. Bloomington: McKnight, 1973.

Division of Vocational and Technical Education. A State Plan for the Administration of Vocational and Technical Education in Illinois. Bulletin 3-874. Springfield: Division of Vocational and Technical Education, 1975.

_____ An Aid for Planning Programs in Career Education. Springfield: Division of Vocational and Technical Education, 1975.

_____ Criteria for Program Approval and Financial Support for the Administration of Occupational Education in Illinois. Springfield: Division of Vocational and Technical Education, 1973.

_____ Elementary Occupational Information Program--Keystone to Career Development. Springfield: Division of Vocational and Technical Education, 1974.

_____ Guidelines and Format for Preparing Local District One-and-Five Year Plan for Occupational Education. Springfield: Division of Vocational and Technical Education, 19

Hoyt, K. Career Education: What It Is and How to Do It. Salt Lake City: Olympus Publishing, 1975.

Illinois Occupational Curriculum Project. Planning and Activity Manuals 1-5. Springfield: Division of Vocational and Technical Education, 1972.

Marland, S. P., Jr. Career Education: A Proposal for Reform. New York: McGraw-Hill, 1974.

Stadt, R. W. and Bittie, R. S., Kinneke, L. J., and Nystrom, D. C. Managing Career Education Programs. Englewood Cliffs: Prentice-Hall, 1973.

# Sample Lesson Plan
# Organization and Administration of Career Education

## Using School and Community Resources for Program Development

I. Main Ideas

A. Advisory councils

1. Definition and composition

2. Types

a. General

b. Individual program

3. Planning and development activities

a. Program objectives

b. Equipment selection

c. Facilities planning

d. Manpower needs survey

e. Program evaluation

(1) reaction to program proposals

(2) new programs

(3) program elimination

4. Assessment (review of objectives and informal assessment of students' level of development).

B. Organizing resources for program development

1. Contractual agreements

2. Area vocational centers

3. Cooperative vocational programs
4. Joint agreements
5. Learning resource center
6. Assessment (review of objectives and informal assessment of students' level of development).

C. Mechanisms for involving school and community personnel in program planning.

1. Students
   a. Need for various programs
   b. Evaluative data for program improvement
2. Parents
   a. Need for various programs
   b. Evaluative data for program improvement
3. Occupational teachers
   a. Individual and total program objectives
   b. Evaluative data for program improvement
   c. New program ideas
4. Guidance personnel
   a. Evaluative data for program improvement
      (1) Follow-up data
      (2) Job placement data
      (3) Assessment of students' needs for occupational preparation
   b. Criteria and procedures for identifying the disadvantaged and handicapped

c. Procedures for student selection and classification

5. Personnel from feeder schools

a. Program objectives

b. Program description

(1) Content

(2) Methods

(3) Facilities

(4) Students served

6. Assessment (review of objective and informal assessment of students' level of development)

II. Objectives

A. Graphically develop an adequate system of advisory councils for a district's career education program and describe the activities of each council.

B. Define the following and describe situations in which each might contribute to the development of a strong occupational program.

1. Contractual agreement

2. Area/vocational center

3. Cooperative vocational program

4. Joint agreement

5. Learning resource center

C. Describe mechanisms for involving each of the following types of individuals in planning a career program and tell the specified types of input they

can be expected to provide.

1. Students
2. Parents
3. Teachers
4. Guidance personnel
5. Personnel from feeder schools

III. Pre-assessment: Students indicate their level of development with regard to each unit objective by using the following scale: 0-no knowledge; 1-some, but not complete knowledge; 2-complete knowledge

IV. Main Activities

A. Students read Department of Adult Vocational and Technical Education Guide for Planning, Organizing and Utilizing Advisory Councils and other selected materials concerned with using school and community resources.

B. Students summarize all readings. Abstracts are submitted to the instructor in 3 x 5 card format and evaluated and returned to students for their files.

C. Lecture and Discussion

V. Post-assessment: Students prepare a written response to each of the unit objectives and submit them to the instructor for review and constructive criticism. Responses and instructor's comments are returned during the following class meeting.

VI. Materials and Supplies: 3 x 5 index cards

VII. Resources: Assigned readings

VIII. Time Estimate

A. The unit can be taught in three separate one hour segments.

B. The remaining activities take place outside of class and the amount of time will vary with each student.

IX. Cost estimate: The only cost involved for this unit is the purchase of 3 x 5 index cards.

## Chapter Summary

This chapter presented a formative evaluation of six career education courses taught at Northern Illinois University. A course outline and sample lesson unit were provided for each of the six courses.

BIBLIOGRAPHY

Abernathy, L. M., Luker, W. A., and White, S. I(t) Work(s). Denton: It Works, 1975.

ABLE Model Program. Dekalb: Northern Illinois University, July 1970-August 1973.

American Institutes for Research. Career Education in the Public Schools: A National Survey. Palo Alto: American Institutes for Research, 1976.

Anderson, D. "What a High School Class Did with Fifty Years of Life." Personnel and Guidance Journal 45 (1966): 116-123

Angel, Juvenal. Why and How to Prepare an Effective Job Resume. New York: World Trade Academy Press, Inc., 1956.

Association for Supervision and Curriculum Development. Life Skills in School and Society. Associationfor Supervision and Curriculum Development, 1969.

Astin, A. W. and Nichols, R. G. "Life Goals and Vocational Choice." Journal of Applied Psychology 48 (1964): 50-58.

Atkinson, J. W. "Motivational Determinants of Risk-Taking Behavior." Psychological Review 64 (1957): 359-372.

Bailey, L., ed. Facilitating Career Development: An Annotated Bibliography. Springfield: Division of Vocational and Technical Education.

_____ and Stadt, R. Career Education: New Approaches to Human Development. Bloomington: McKnight, 1973.

Bell, T. H. "An Introduction to Career Education." Journal of Career Education. 2 (1975).

Benjamin, L., Church, J. and Walz, G. "Enhancing the quality of life through Personal Empowerment." Impact: Advancing Human Services. 3 (1975): 55-59.

Blai, B., Jr. "Occupational Study of Job Satisfaction and Need Satisfaction." Journal of Experimental Education 32 (1964): 383-388.

Blau, P. H., Parmes, H. S., Gusted, J. W., Jesson, R. and Wilcock, R. C. "Occupational Choice: A Conceptual Framework." Industrial and Labor Relations 9 (1956): 531-543.

_____ et al. "Occupational Choice Participation and Social Mobility." Industrial and Labor Relations Review. 9 (1956): 531-543.

Blum, F. L., McNain, D. M. and Larr, M. "SVIB Scores of Clinical Psychologists, Psychiatrists and Social Workers." Journal of Counseling Psychology 9 (1962): 176-179.

Bolles, R. N. What Color is Your Parachute? Berkeley: Ten Speed Press, 1972.

Boyd, R. E. "Factors in Career Choice." Illinois Reacher for Contemporary Roles 16 (September 1972--June 1972): 323-333.

Byrne, J. J. "Occupational Mobility of Workers." Monthly Labor Review (February 1975).

Campbell, R. E., Walz, G. R., Miller, J. V. and Kriger, S. F. Career Guidance: A Handbook of Methods. Columbus: Charles E. Merrill, 1973.

Career Education Program Planning, Task Group I. Final Report and Recommendations. DeKalb: Northern Illinois University, June 1975.

Career Education: An ERIC Bibliography. New York: Macmillan Information, 1973.

Carey, M. "Five Million Opportunities." Occupational Outlook Quarterly 15 (1971): 2-11.

Carim, L. O. "Vocational Decisions and High School Experiences." Vocational Guidance Quarterly 8 (1960): 168-170.

Carkhuff, R. et al. "Do We Have a Theory of Vocational Choice?" Personnel and Guidance Quarterly 8 (1960): 335-345.

_____ and Drasgow, J. "The Confusing Literature on the OL Scale of the SVIB." Journal of Counseling Psychology 10 (1963): 283-288.

Centers, R. and Bugental, D. E. "Intrinsic and Extensic Job Motivation among Different Segments of the Working Population." Journal of Applied Psychology, 1966.

Church of Jesus Christ of Latter-Day Saints, Teacher Development Program. Supervision in Teaching. Salt Lake City, 1971.

Combs, A. Beyond Behavioral Objectives. Washington, D. C.: Association for Supervision and Curriculum Development, 1972.

Course Developers, Preservice Career Education Project. DeKalb: Northern Illinois University, 1975.

Crites, J. O. Vocational Psychology. New York: McGraw-Hill, 1969.

Crystal, J. C. and Bolles, R. N. Where Do I Go From Here With My Life? New York: Seabury Press, 1974.

Cunha, J. E., et al., eds. Career Development: A California Model for Career Guidance Curriculum K-Adult. Fullerton: California Personnel and Guidance Association, 1972.

Darcy, R. L. and Powell, P. E. Manpower and Economic Education. Denver: Love Publishing Co., 1973.

Division of Adult, Vocational and Technical Education. Career Education for All Students. Springfield: Division of Vocational and Technical Education, 1973.

Division of Vocational and Technical Education. A State Plan for the Administration of Vocational and Technical Education in Illinois. Springfield: Division of Vocational and Technical Education, bulletin 3-874, 1975.

_____ An Aid for Planning Programs in Career Education. Springfield: Division of Vocational and Technical Education, 1975.

_____ Criteria for Program Approval and Financial Support for the Administration of Occupational Education in Illinois. Springfield: Division of Vocational and Technical Education, 1973.

_____ Elementary Occupational Information Program: Keystone to Career Development. Springfield: Division of Vocational and Technical Education, 1974.

_____ Guidelines and Format for Preparing Local District One and Five-Year Plan for Occupational Education. Springfield: Division of Vocational and Technical Education.

Drier, H. Career Development Resources: A Guide to Audiovisual and Printed Materials. Worthington: Charles Jones, 1973.

Drucker, P. F. The Effective Executive. New York: Harper & Row, 1967.

Dunnette, M. D., Wernimont, P. and Abrahams, N. "Further Research on Vocational Interests Differences among Several Types of Engineers." Personnel and Guidance Journal 42 (1964): 484-493.

Eastern Illinois University. Career Education: K through 6--Annotated Bibliography. Bloomington: Eastern Illinois University, 1973.

Edwards, W. "The Theory of Decision Making." Psychology Bulletin 51 (1954): 380-417.

Englander, M. E. "A Psychological Analysis of Vocational Choice Teaching." Journal of Counseling Psychology 7 (1960): 257-264.

EPIE Career Education S*E*T. New York: EPIE Institute, 1975.

ERIC Clearinghous in Career Education. Key Resources in Career Education: An Annotated Guide. DeKalb: Northern Illinois University, 1976.

Ferrin, R. I. and Arbeiter, S. A Summary of Bridging the Gap: A Study of Education-to-Work Linkages. New York: College Entrance Examination Board, 1975.

Forer, B. R. "Personality Factors in Occupational Choice." Educational Psychological Measurement 13 (1953): 361-366.

Froelich, H. P. and Wolms, L. "Job Satisfaction as Need Satisfaction." Personnel Psychology 13 (1960): 407-420.

Gaslinsky, M. D. "Personality Development and Vocational Choice of Clinical Psychologists and Physicists." Journal of Counseling Psychology 9 (1962): 299-305.

General Learning Corporation. Career Education Resource Guide. Morristown: General Learning Corp., 1972.

Gilpatrick, E. "Education for Work: A Full Employment Strategy." The Annals of the American Academy 418 (1975): 147-155.

Ginzberg, E., Ginzberg, S. W., Axelrod, J. and Herma, J. Occupational Choice: An Approach to a General Theory. New York: Columbia University Press, 1951.

_____ "Perspectives on Work Motivation." Personnel 31 (1954): 43-49.

_____ "Toward a Theory of Occupational Choice." Personnel and Guidance Journal 30 (1952): 491-494.

_____ et al. "Toward a Theory of Occupational Choice." Occupations 30 (1952): 491-494.

_____ "Toward a Theory of Occupational Choice: A Restatement." Vocational Guidance Quarterly 20 (1972): 169-176.

Goode, W. O. "Community within a Community: The Professions." American Sociological Review 22 (1957): 194-200.

Gray, J. T. "Personality Needs in Occupations: A Review of the Literature." Vocational Rehabilitation and Education Service. Department of Veterans Benefits, Veterans Administration, 1959. pp. 22-25.

Green, L. B. and Parker, N. J. "Parental Influence Upon Adolescents' Occupational Choice: A Test of an Aspect of Roe's Theory." Journal of Counseling Psychology 12 (1965): 379-385.

Gysbers, N. C. and Moore, E. J., eds. Career Guidance, Counseling and Placement Elements of an Illustrative Program Guide. Columbia: University of Missouri, 1974.

_____ et al. Career Guidance, practice and perspectives. Worthington: Charles A. Jones, 1973.

Hadley, R. G. and Levy, W. W. "Vocational Development and Reference Groups." Journal of Counseling Psychology 9 (1962): 110-114.

Hagen, D. "Careers and Family Atmosphere: A Test of Roe's Theory." Journal of Counseling Psychology 7 (1960): 251-256.

Hansen, L. S. Career Guidance Practices in School and Community. Washington, D. C.: National Vocational Association, 1970.

Harren, V. A. "The Vocational Decision-Making Process among College Males." Journal of Counseling Psychology 13 (1966): 271-277.

Holland, J. L. "A Critical Analysis." Counseling Psychologist 1 (1969): 15-16.

_____ The Psychology of Vocational Choice. Waltham: Blaisdell, 1966.

_____ The Psychology of Vocational Choice: A Theory of Personality and Environmental Models. New York: Ginn, 1966.

_____ The Self-Directed Search. Palo Alto: Consulting Psychologist Press, 1971.

_____ "A Theory of Vocational Choice." Journal of Counseling Psychology 6 (1959): 35-45.

_____ The Vocational Preference Inventory. 6th ed. Palo Alto: Consulting Psychologist Press, 1965.

Hoyt, K. B. Career Education: Contributions to an Evolving Concept. Salt Lake City: Olympus Publishing, 1975.

_____ Career Education: What It Is and How to Do It. Salt Lake City: Olumpus Publishing, 1974.

_____ and Hebeler, J. R. Career Education for Gifted and Talented Students. Salt Lake City: Olympus Publishing, 1974.

Human Development Services, Inc. Life Career Development System. Ann Arbor: University of Michigan, 1974.

Illinois Occupational Curriculum Project. Planning and Activity Manuals 1-5. Springfield: Division of Vocational and Technical Education, 1972.

Illinois Council on Economic Education. World of Work Economic Education Implementation Infusion and Activities Packet. DeKalb: Northern Illinois University, 1975.

Illinois Guidance and Personnel Association, Task Force I. Model Counselor Skills Training Program. DeKalb: Northern Illinois University, 1975.

Isaacson, C. E. Career Information in Counseling and Teaching. 2nd ed. Boston: Allyn and Bacon, 1971.

Ivey, A. E. "Interests and Work Values." Vocational Guidance Quarterly 11 (1963): 121-128.

Jackson, Tom and Mayleas, Davidyne. The Hidden Job Market. Scranton: Harper and Row Publishers, 1975.

Jaquish, Michael P. Personal Resume Preparation. New York: John Wiley and Sons, Inc., 1968.

Katz, M. R. Decisions and Values. New York: College Entrance Examination Board, 1963.

Kinnane, J. F. and Gaubinger, J. R. "Life Values and Work Values." Journal of Counseling Psychology 10 (1963): 362-366.

_____ and Pable, M. W. "Family Background and Work Value Orientation." Journal of Counseling Psychology 9 (1962): 320-325.

_____ and Suzredelis, A. "Work Value Orientation and Inventoried Interests." Journal of Counseling Psychology 9 (1962): 144-148.

Kregel, J. Perspectives on Career Education: Module Part II. Lawrence: University of Kansas, 1975.

Kuhlen, R. G. "Needs, Perceived Need Satisfaction Opportunities, and Satisfaction with Occupation." Journal of Applied Psychology 47 (1963): 56-64.

La Duca, A. and Parnett, L. "Career Education: Program on a White Horse." Education Digest 40 (1974): 21-24.

Lake, T. P. Career Education: Exemplary Programs for the Handicapped. Reston: Council for Exceptional Children, 1974.

Larson, M. E. "Career Education's Most Vulnerable Front." American Vocational Journal 49 (1974): 43-44.

Magisos, J. H., ed. Career Education: Third Yearbook of American Vocational Association. Washington, D. C.: American Vocational Association, 1973.

Marland, S. P., Jr. Career Education: A Proposal for Reform. New York: McGraw-Hill, 1974.

_____ "Career Education: Every Student Headed for a Goal." Education Digest 38 (1972): 2-5.

_____ "Career Education Now." Education Digest 36 (May 1971): 9-11.

_____ "Career Education Now." Vocational Guidance Quarterly 20 (1972): 188-192.

Massey, R. M., Kromhout, O. M., Stone, V. I. and Kidd, W. J. Career Education: An Introduction. Tallahassee: Florida Department of Education, 1974.

McClure, L. and Buarr, C., eds. Essays on Career Education. Portland: Northwest Regional Education Laboratory, 1973.

McKinney, L., Dozien, E., Harmon, D., Lynn, J and Meighan, J. Career Education Personnel Development: Ideas for University Planning. Columbus: Ohio State University, 1975.

Merwin, J. C. and D. Vesta, F. J. "A Study of Need Theory and Career Choice." Journal of Counseling Psychology 6 (1959): 302-308.

Miller, C. H. "Occupational Choice and Values." Personnel and Guidance Journal 35 (1956): 244-246.

Moser, H. P., Dubin, W. and Shelsky, I. M. "A Proposed Modification of the Roe Occupational Classification." Journal of Counseling Psychology 3 (1956): 27-31.

Nachmann, B. "Childhood Experience and Vocational Choice in Law, Dentistry, and Social Work." Journal of Counseling Psychology 7 (1960): 243-250.

National Advisory Counsil for Career Education. Interim Report with Recommendations for Legislation. Washington, D. C.: Government Printing Office, 1975.

National Advisory Council on Vocational Education. A National Policy in Career Education. Washington, D. C.: Government Printing Office, 1974.

National Vocational Guidance Association. Career Decisions. Washington, D. C.: American Personnel and Guidance Association, 1969.

Nutter, Caroline. The Resume Workbook. Cranston: Caroll Press, 1970.

Odbert, J. T. and Trottern, E. E. Career Education Personnel Model: Final Report. Ann Arbor: University of Michigan, 1974.

Olympus Research Corporation. Career Education: A Handbook for Implementation. Washington, D. C.: Government Printing Office, 1972.

Osipow, S. H. "Consistency of Occupational Choices and Roe's Classification of Occupations." Vocational Guidance Quarterly 14 (1966): 285-286.

_____ Theories of Career Development. New York: Appleton Century Crofts, 1968.

_____, Ashby, J. D. and Wall, H. W. "Personality Types and Vocational Choice: A Test of Holland's Theory." Personnel and Guidance Journal 45 (1966): 37-42.

Perrone, P. A. "Factors Influencing High School Seniors' Occupational Preferences." Personnel and Guidance Journal 42 (1964): 976-980.

Project People. Bowling Green: Kentucky Public School.

Project People of Peoria. Peoria: Peoria Public Schools.

Project Pro-CESS Staff. Career Education: An Introduction. Tallahassee: Florida Department of Education, 1974.

Rees, A. The Economics of Work and Pay. New York: Harper and Row, 1973.

Ressler, R. Career Education: The New Frontier. Worthington: Charles Jones, 1973.

Rettig, J. L. Careers: Exploration and Decision. Englewood Cliffs: Prentice-Hall, Inc., 1974.

Roe, A. "Early Determinants of Vocational Choice." Journal of Counseling Psychology 4 (1957): 212-217.

_____ The Psychology of Occupations. New York: John Wiley & Sons, 1956.

_____, Hubbard, W. D., Hutchinson, T. and Baterman, T. "Studies of Occupational History, Part 1: Job Changes and the Classification of Occupations." Journal of Counseling Psychology 13 (1966): 387-393.

_____ and Siegelmann, M. The Origin of Interests. Washington, D. C.: American Personnel and Guidance Association, 1964.

Rosenthal, N. H. "The United States Economy in 1985: Projected Changes in Opportunities." Monthly Labor Review 98 (December 1973): 18-26.

Rosow, J., ed. The Worker and the Job: Coping with Change. Englewood Cliffs: Prentice-Hall, 1974.

Ross, L. C. and Zander, A. "Need Satsifaction and Employee Turnover." Personnel Psychology 10 (1957): 327-338.

Schutz, R. A. and Mazer, G. E. "A Factor Analysis of the Occupational Choice Motives of Counselors." Journal of Counseling Psychology 11 (1964): 267-271.

Segal, S. J. "A Psychoanalytic Analysis of Personality Factors in Vocational Choice." Journal of Counseling Psychology 8 (1961): 202-210.

Simpson, E. J. "The Home as a Career Education Center." Exceptional Children 39 (May 1973): 626-630.

Small, L. "Personality Determinants of Vocational Choice." Psychological Monographs 67 (1953): 351.

_____ "A Theory of Vocational Choice." Vocational Guidance Quarterly 1 (1952): 29-31.

Stadt, R. W. and Bittie, R. S., Kinneke, L. J. and Nystrom, D. C. Managing Career Education Programs. Englewood Cliffs: Prentice-Hall, 1973.

State Department of Vocational and Technical Education. M/BE/OH! Management by Objectives Implementation Sequence Stillwater: Oklahoma Department of Vocational and Technical Education, 1973.

Stevenson, J. An Introduction to Career Education. Worthington: Charles Jones, 1973.

Super, D. E. The Psychology of Careers. New York: Harper & Brothers, 1957.

_____ "The Structure of Work Values in Relation to Status, Achievements, Interests and Adjustments." Journal of Applied Psychology 46 (1962): 129-231.

_____ "A Theory of Vocational Development." American Psychologist 8 (1953): 189-190.

_____ "Vocational Development Theory: Persons, Positions, and Processes." Counseling Psychologist 1 (1969): 2-9.

_____ and Bachman, P. B. Scientific Careers and Vocational Development Theory. New York: Teachers College Bureau of Publications, 1957.

_____ and Bachrach, P. B. Scientific Careers: Vocational Development Theory. New York: Teachers College, Columbia University, 1957.

_____, Starishevaskey, R., Matlin, N. and Jordan, J. P. Career Development: Self-Concept Theory. New York: College Entrance Examination Board, 1963.

Task Force of the Department of Health, Education and Welfare. Work in America. Cambridge: The MIT Press, 1973.

Thelen, H. Education and the Human Quest. New York: Harper and Bros., 1960.

Thrush, R. S. and King, P. T. "Differential Interests among Medical Students." Vocational Guidance Quarterly (Winter 1972): 120-125.

Tiedeman, D. V. and O'Hara, R. P. Career Development: Choice and Adjustment. New York: College Entrance Examination Board, 1963.

Tolbert, E. L. Counseling for Career Development. Boston: Houghton Mifflin, 1974.

"Training More People for Jobs in the 'Real World.'" U. S. News and World Report 74 (June 25, 1973): 49-51.

United States Department of Labor. Dictionary of Occupational Titles. 3rd. ed. Washington, D. C.: Government Printing Office, 1967.

United States Department of Labor. Occupational Outlook Handbook. Washington, D. C.: Government Printing Office, 1974-1975.

Varga. L. "Occupational Floundering." Personnel and Guidance Journal 52 (September 1973-January 1974): 225-231.

Walsh, R. P. "The Effect of Needs on Responses to Job Duties." Journal of Counseling Psychology 6 (1959): 194-198.

Walz, G. R., ed. "The Counselor and the Quality of Life." Impact: Advancing Human Services 3 (1975).

_____ "Shedding Light on Career Development." Impact: Advancing Human Services 3 (1975).

_____, Smith, R. L. and Benjamin, L. A Comprehensive View of Career Development. Washington, D. C.: American Personnel and Guidance Association, 1974.

Wernick, W. Teaching for Career Development in the Elementary School: A Life-Centered Approach. Worthington: Charles Jones, 1973.

Wright, Audrey. The Business of Getting a Job. Chicago: American Marketing Association, 1961.

Wurman, R. Yellow Pages of Learning Resources. Cambridge: The MIT Press, 1972.

Zytowski, D. G. "Avoidance Behavior in Vocational Motivation." Personnel and Guidance Journal 43 (1965): 746-750.



CE 007 653